

commands him in the name of mental science, to teach what produces true mental activity, and let the practical take care of itself. And when the poor man turns from the higher polemic to the investigation of method, he is likely to become even more bewildered than ever. "How shall I teach arithmetic," he asks, as he goes to his library of teacher's text-books. "Teach it in any way you like, but don't worry the children with fractions," says one. "And have nothing to do with the Rule of Three," says another. "And be sure not to make a hobby of the Unitary Method," exclaims another; and so it is, as he very soon finds out when he sifts the opinions of others in regard to the other subjects. "A good grammar has yet to be written; besides, what benefit has ever been derived from the study of the parts of speech and the rules of syntax," is what he hears on one side; while soon after he probably finds that the last published text-book on the subject is but a little way in advance of Lennie and Lindley Murray in its arrangement and perspicuity of definition. But the teacher's troubles do not by any means end with his private investigation of educational theories and methods. Even if he be a sensible man, and should keep away from the advice and grumbling of his theorizing friends, and rely upon his own judgment as to which is good for his school and his pupils, he finds himself beset with as many critics from whom he cannot run away as he was with advisers when preparing for his work, and from whom he had to run away to save himself from "confusion worse confounded." Let him be firm, and he is condemned for being harsh; let him be kindly in his manner, and the parents of the home-neglected pupil proclaim him to be too lenient. In the judgment of some, he gives too many lessons, while others declare that their children have nothing to do at home. If he disciplines by inflicting corporal punishment, he is cautioned to give it up in favour of some more civilized method of punishment; and when he substitutes detention after hours for the "garrotter's reward," he has to read shortly afterwards an impersonal article in the local paper, clipped from some other journal, which all but convinces him that he has made the most serious mistake a teacher could possibly make, and so he has to run the gauntlet of what looks for a time to be a most unhappy experience. Sometimes he hardly knows how it is going to end,