

alluded to several times. The representative of the board of education said: "I think I should rather send my children to the first school, for education consists very much in training to habits; there the habits of the pupils were carefully attended to—even the walking from the desk to the blackboard, the position before the blackboard, the arrangement of the figures on the blackboard, and even the mode of holding the pointer. The pupil I observed did not go on until she saw we were attending to her. All these things showed that the pupils had been trained in a method; they did their work with exactness. Possibly this tends to mechanicalness, and there is the danger, but yet there is a place for and a need of mechanicalness."

"The appearance of No. 1," said the superintendent, "is in its favor. Training into habits is necessary, but here is a question I have considered a good deal. If the pupils of No. 1 come under the sway of ideas they can make use of their habits of order, their habits of doing certain things in certain ways. If they do not enter into the ideal realm, they rarely continue long at school. I don't think the pupils of No. 1 as likely to continue at study, and go to the high school as No. 2; that is, as large a percentage."

"Why is that a result?" "Well, the mechanical teacher or the one who relies on methods—these are not one and the same, they are two classes—has rarely the imaginative element. Now the creative faculty exists in young persons and for a purpose. If we study No. 2 it will be found that the materials gained by study are welded together by the imagination. That principal is a close student, a hard worker, and those he loses are mainly from the ranks of the non-studious—those who do not like to study."

"Which pass the best examinations?"

"Those of No. 1. This may seem strange when I say that the other is the hardest working school, but in No. 2 a great deal of work is done that cannot be measured up; in the other every bit of work can be measured. The principal of No. 2 teaches a great deal outside the course of study. So that on the whole I prefer No. 2; yet a mingling or compound of both would make the ideal teacher. But my experience is that teachers divide into two classes—one that pay great attention to methods, to habits, to ways of doing things; the other to the subject matter, to mental development, to modes of thought, to character. Some of this latter class are splendid scholars, some are so careless of habits they never should enter the schoolroom."

The division of preference in these two men shows the different estimate placed by the public on teachers. One prefers those who pay special attention to habits, the other prefers those who aim at the thinking of the pupil. The lowest type of the former is the dancing master; the highest of the latter is the lecturer or preacher. The right combination of the two is the thing sought in normal schools. In most teaching a rightly chosen method is of the highest importance. It is a mistake to neglect method in teaching; the ways of the teacher make indelible impressions, as well as aid to open up realms of truth.

Some years ago a convention of teachers considered, Why do not more of our pupils go to the high school? Remember now the high school is free, and the young men and the young ladies had no pressing duties to keep them from going on with their studies. Several speakers gave their views. One thought there should be more amusement, others had a suggestion equally useless. One high school