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"TEACHERS need great caution against the danger of making the aim and uses of instruction bend to [artificial] arrangements and examination in such way as to injure both themselves and their pupils." This is the gist and moral of some admirable remarks made by Superintendent Higbee, quoted in another column.

At the present day especially it would be difficult to lay too much stress upon this remark of the Pennsylvania superintendent. With the state taking upon itself the supervision of the education of the younger members of the community; with the consequent accumulation of "artificial arrangements" of every conceivable kind—authorized text-books, government-appointed inspectors and examiners, strictly defined courses of study, and stringent rules regulating the methods of education generally—no wonder that the teacher's attention is often distracted from the true aim of teaching and turned towards the means he is enjoined to employ to attain that aim. Many extraneous influences

also tend to enhance this distraction. There is the rivalry between the school to which he is attached and every other school of the same standing, as to which shall succeed in passing the greater number of pupils at the forthcoming examination. There is the consternation of the parent at any likelihood of his son or daughter failing in the said examination. There is the watchful eye of the head master jealous of the success of each of his classes in all artificial arrangements for testing their knowledge. And, not least, there is the regularly recurring visit of the inspector. None of these need necessarily be hindrances to the free development of educational processes. On the whole, doubtless, they are quite the reverse—they aid and push forward that development. Otherwise such arrangements would not exist.

We are not inculcating radicalism in the method and aim of teaching. Far from it. The value of artificial arrangements is incalculable. They are the outcome of the best thought of the best educators of the community. Without them education would be without form and void. It would cease to be a system, and would lose all the advantages which accrue from the adoption of systematic methods. But what we do inculcate is that these artificial arrangements are not to be considered the be-all and end-all of instruction; they are not the goal, but merely the landmarks of tuition; they are not the resting-place, they are merely the finger-posts; they mark the course, they do not form the winning-post. To sacrifice everything to prescribed arrangements would be equivalent to admitting that these were the ultimate aims of all teaching, and the teacher who adopted this course would resemble a gardener whose sole object it was to load his master's table, careless whether the fruit were ripe or unripe.

An excessive regard for such arrangements it is which forms one of the chief defects of the general education of the present time. Evidences of it are seen on every side, more, perhaps, in England

than in our own land. It is the cradle of cram; it eliminates individuality; tends to level intellectual differences; and prevents the varying capabilities of different orders of intelligences from expanding in their natural and healthy directions. As Mr. Higbee well puts it, "there must be teleology in teaching." And what he wishes to show is, that the true teleology of teaching is not "artificial arrangements." How to avoid the false teleology and adopt the true, that is the difficulty. In attempting to answer this question the writer takes a refreshingly high stand. But unfortunately it is so high that it almost becomes valueless as a practical guide. True, "the teacher must be sure that he is turning the glance of his pupil toward *knowledge* . . . and not toward arranged limitations of grade." But it is also true that in probably the majority of cases the glance is best directed toward knowledge by means of arranged limitations. Perhaps all that can be said is that teachers must adapt themselves to varying circumstances and to the different proclivities of their pupils. The great lesson Mr. Higbee is trying to teach is that unwavering obedience must not be paid to artificial arrangements. And this is no easy lesson to learn. The parent, the head master, the inspector—each has his rights; but let the teacher remember that, above all, the pupil too has his rights. This is the great fact, and it is a fact too often lost sight of. That teacher who does his utmost to develop the powers and store the minds of his pupils with a single eye to their intellectual and moral progress, irrespective, it need be, of all artificial arrangements, will be of more benefit to the state, in the highest sense of the word, than the teacher who by dint of punctilious attention to set forms succeeds in distancing all his rivals in the number of pupils he contrives to "pass" through prescribed examinations.

ARTIFICIAL arrangements may be described as the scaffolding of an educational system. He would be a poor bricklayer who adjusted his building to suit the scaffold rather than the scaffold to suit the building.