

In starting an untried engine, while the initial pressure is generating, the business of the expert is with the methods of feeding and firing. The few intermittent turns that it may make are of little significance; only when it has started on its long career of work with life's load upon it do its indicator diagrams become of value.

We do not wish to be understood by this as stating that the teachers of public schools are held loosely to their accountability. By no means. The failures of our school system, from whatever causes, are held to react primarily on its teachers, but this accountability should be fixed in accord with the natural relationship of cause and effect. It is not consistent to blame the teachers and condemn the final results of a kind of teaching which is praised in its daily performance and made imperative by the yearly standards. It cannot be expected that all teachers are made of martyr stuff or have suicidal tendencies in their profession, or that they will adopt a true method of teaching when the true is condemned and a false method commended in the daily and yearly show. They will not cast the bread by which they live on the waters of the future. In this connection we call attention to a single point. On all sides has been heard the complaint against home work assigned to pupils by teachers. Parents and elders cordially object to doing the work at home which the teacher is paid to do in school, while physicians are positive in their denunciations of the tax placed on eye-sight and general health by evening study. So far that is well enough, but when those same parents or physicians in the capacity of school examiners visit the schools, do they bestow the encouragement of their presence and enkindled interest on those teachers who do not assign home lessons, preferring to lead the mind of the pupil

to the struggle with its own ignorance in the class-room? Do they sit for an hour listening with interest to the halting answers, and pleased with the vague and misshapen forms of ideas, as they slowly grow into the likeness of a more or less perfect thought in the pupil's mind?

Is the ability and ingenuity of the teacher in drawing illustrations from every available source, and shaping that thought to definiteness by every possible question, appreciated or praised? On the contrary, the visitors never congregate in those rooms. If, by chance, they enter, they leave about as soon, and with as little ceremony as they would if they were rooms in which the old furniture was stored. Those rooms are workshops; they are filled with labour, chips and unfinished material, and never have any other appearance. There is nothing in them to please the eye or delight the ear by its symmetrical completeness; so the inspectors move on to another room, where an orderly performance is in progress. A teacher is thumbing out of an instrument called school-room order the death-march of mind, and young voices are chanting the notes learned from their text-books the evening before under parental supervision.

How dull the room seems in which minds are struggling with their ignorance, when compared with the one enlivened by these bright prodigies who rarely miss a question! The teacher is not a teacher so much as a director, so with questions the time is struck with precision and the class performs beautifully. The pupils are not held responsible for any questions "not in the lesson," so, of course, none such are ever asked. With many congratulations the visitors take their leave and continue to object to lessons assigned for them to teach at home!

Teachers are so closely amenable