

IN the course of his articles on schools and school-masters Prof. Tyndall characterizes earnest, honest teaching as the noblest of employments ; protests against the "cramming" process so common in schools ; alludes to Fichte, Emerson and Carlyle as great and noble men ; says that Bunsen, the chemist, was the nearest approach to his ideal of a university teacher ; and asserts that "hard thinking and fleet talking do not run together."

HON. A. P. STONE, of Springfield, Mass., severely criticizes some of the present conditions of the public educational system. He says the greatest need of a large number of teachers is a knowledge of their business ; that in very many cases pupils are taught to memorize instead of being led to a working understanding of fundamental principles. "There is no disguising of the fact," he remarks, "that all along the educational horizon there is going on a contest between training and cramming ; between independent and routine work." He regards it to be the chief duty of the teacher to make well-trained, self-raised men rather than produce mathematicians, chemists, or literateurs. These views of the teacher's obliga-

tions to society have been so frequently expressed of late as to indicate a decided reaction against the machine system. The personality of the teacher himself is growing to be regarded as more and more important. That which was so good in the character of the old schoolmaster of a long time ago is finding its proper appreciation. It seems to be the opinion of the best authorities that children cannot be coined like dollars.

OH, brother schoolmaster, let us remember evermore the exceeding dignity of our calling. It is not indeed, the holiest of all callings ; but it runs near and parallel to the holiest. The lawyer's wits are sharpened, and his moral sense not seldom blunted, by a lifelong familiarity with ignorance, chicanery, and crime. The physician, in the exercise of a more beneficent craft, is saddened continually by the spectacle of human weakness and human pain. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous. We are dressers in a moral and mental vineyard. We are under-shepherds of the Lord's little ones ; our business is to lead them into green pastures, by the side of refreshing streams.

THE TOPICAL METHOD OF RECITATION.

WHILE the topical method of reciting when properly used tends to keep the pupils' thoughts connected and in order, and also to cultivate the power of expression, it is evident that, as frequently employed, the method fails to accomplish much less than all a person has reason to expect from it.

This failure is perhaps due to the act that many teachers seem to act

on the belief that a school conducted on the topical plan is virtually a self-running machine, and, as a consequence, they do little more during the recitation than announce the topic and read over the text (because a teacher of this class takes no pains to post himself on the lesson before-hand), while the pupils are reciting. The more nearly the pupil follows the language of the book, the higher his