

than they are, and were able to satisfy the demands of the department of education, which it makes from candidates for the office of teacher, it would prove of incalculable benefit for them to be under the training of men who are competent to instruct them how to systematize their knowledge, and who, by their own lessons—model lessons they ought to be—will show them how to present a subject to a class with greatest clearness, accuracy, and force. But since it is confessed that students on entering the normal school require to be educated, as well as trained, and since for all practical purposes the latter is useless without the former, except for very elementary work, and because we believe that the better educated a man is, the more highly will he appreciate and the more thoroughly will he profit by professional training, the necessity for an efficient scholarship department is absolute and imperative.

That the results may be commensurate with the importance of the object which is aimed at, there are, manifestly, certain conditions which must be fulfilled. In the first place there should be a stringent test applied to every applicant for admission. No one should enter the classes who had not satisfied the competent authority, the Board of Education, or the principal of the normal school, that he was entitled to a license of the lowest grade. By this means the normal school would be rid of the drudgery, too often imposed upon it, of preparing students, in their school work, for this class—a duty which ought undoubtedly to be performed with credit by the better class of schools throughout the country. It would, moreover, preclude the possibility of the unseemly rivalry, in ordinary school work, which often exists between the normal and other schools, and leave more time at the disposal of the principal of the normal school for higher academical work and practical training.

Secondly, there ought to be sufficient time for the accomplishment of the studies which are undertaken. If the students who enter the normal school were well taught—if, instead of being *drilled*, they were intelligently trained to use their faculties; if their intellectual possessions, instead of bearing the impress of crudity, haste, and carelessness, were characterized by thoroughness of acquisition and clearness of comprehension, much time and labor would be saved. It is true that during the last ten years great improvement has been effected in this matter—the energy, self-devotion, and intelligence of the teachers who, during these years, have prepared the students to enter the normal school, have borne good fruit. But the multiplicity of detail in a country school, and the diversity of elementary matter, preclude all oppor-

tunity for individual training, while the hurry and impatience of such as wish to enter the normal school, their intermittent attendance and inequality of advancement, constitute a great but not insuperable obstacle to successful preparation. Unfortunately, this turbulent haste is carried with them to the normal school. They work hard, they are painstaking and regular in their attendance, but the amount of work to be done by them is so great that they have little opportunity to think—their whole interest is centered upon the forthcoming examination, and their whole anxiety to gain a license. How difficult, therefore, in such circumstances, to do what the teacher regards satisfactory work! He purposes not only to extend the bounds of the student's knowledge, but to train him to habits of accuracy and system, to lead him from results to the causes which, in their operation, produced them, and to impress upon him the preeminence of the mind over the materials with which it deals. Time, and intellectual calmness, are indispensable to the full attainment of these ends. And if these conditions are not forthcoming, what then? The alternative is grave and startling, and yet it is one which is not only viewed with unconcern by some, but unacknowledged, or openly professed, is adopted by others as their mode of procedure. *Cram* in education is the greatest and most fatal of modern shams. None of the prevailing vices in teaching has been so frequently canvassed or more heartily and deservedly condemned. It has bound up in it, or in some way associated with it, almost every fault of modern teaching. The teacher who is what is termed a good *drill*, is in most cases merely a good *crammer*, whose aim is, by iteration and pressure of various kinds, to force facts upon the memories of his pupils, instead of arousing their interest and winning their sympathies. But we must be careful not to make the teacher solely responsible for this state of matters. In the first place, it must undoubtedly be attributed, in part, to the impatience of the young people of the present time, who refuse to submit to what they call the slower and antiquated methods of instruction of their fathers' day, and readily welcome those which promise to lead them, by shorter and pleasanter courses, to equally satisfactory results. And, in the second place, to the crowding into the course of studies of almost every imaginable subject, which distracts the attention of the pupil, without affording him relief, and bewilders and perplexes the teacher as he skips from one lesson to another, and rapidly effaces the impressions which he had previously made. But perhaps the most potent influence at work, accelerating and encouraging this deterioration, is the system of examination which meets the pupil at