

mind myself, as well as my fellow teachers, of the great importance of this principle in the work in which we are engaged, and that it is impossible to educate, in the proper sense of that word, unless we can induce the pupil to use the powers with which God has endowed him. The highest teaching talent by no means consists in being able to explain fluently and intelligently the difficulties which the learner has to encounter, but it certainly does consist in being able to awaken the latent powers of the child's mind, and in being able to call into activity all the organs, faculties and sensibilities of his being. The teacher is qualified for his profession, and is successful in his work, just in proportion, not as he is able to cram, but as he is able to draw out into lively exercise all those faculties the training of which is entrusted to his care.

2. *We should be very careful to give teaching and educating, telling and training, their appropriate places.* I fear there are a great many members of our profession who think their task done and ably performed, if they have, as they consider, clearly and intelligently set before the minds of their pupils the subject under consideration, forgetting all the while that notwithstanding lucid explanation, fluent and pleasing address, the faculties of the child's mind may be perfectly dormant, or exercised by some subject entirely foreign to that which forms the topic of the lesson. We of course do not undervalue the art of communicating instruction—that is an art particularly essential to the success of every teacher, but if the instructor does all the observing, all the thinking and all the reasoning for the pupil, there will be no growth, no expansion of his intellectual powers. To carry out the developing theory we must frequently pause in the course of the lesson, and by a judicious system of questioning call into exercise the faculties of their mind, and cultivate the habit of attention.

Instead of the questioning process, it is recommended by many educators as a higher intellectual exercise to leave blanks in the lesson, especially inferences, and allow the scholars to draw their own conclusions.

3. *We should make a practical application of all knowledge communicated.* Do we teach a child that the verb agrees with its subject in number and person—immediately give him sentences to construct having special reference to this rule—or do we teach a child that  $7 + 8 = 15$ , as soon as he has learned this statement, give him practical examples to solve, in which these numbers are used. To obtain knowledge is highly important, but to be able to reduce acquired knowledge to practice is of far greater importance.

5. *In teaching any subject to children deal with it analytically, not synthetically; deal with the concrete before the abstract; deal with things, then signs for things.* I think the reason why so many fall short of accomplishing the object of their mission lies just here:—they put a text book in the hands of the child and expect him to manage the subject by managing its pages. Now, subjects in our text books are treated synthetically, or as a science, and children naturally learn by analysis; if, therefore, we begin with the text book, we are reversing nature's order, and must not be disappointed with the poor results of our labor. We consider it essential to the proper education of the child, and to the success of the teacher, that we begin with facts, and ascend to principles—first wholes, and then the parts of which they are composed. After the child has attained a certain age, and when the powers of the mind are somewhat matured by the course of training just indicated, we may with advantage teach a subject as elaborated in a scientific work, but not before.

5. *We should teach by outlines, filling in gradually the details until the whole is complete.* We mean by this that the leading,