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**On Teaching to Teach.**

Most pupil-teachers enter upon their work with the belief that what they know they can teach. They are already acquainted with the methods pursued in the school in which they have been educated. The subjects which they have to teach are few in number; and they have been present at thousands of lessons on nearly every one of them. What more can they want to become at once efficient teachers? A very little experience suffices to convince them that they have almost everything to learn in the art of teaching. They have to learn how to secure good order with a minimum of noise and effort; how to arrange the subject-matter of their lessons; how to arouse and sustain attention; how to present difficulties on their easiest side; how to aid the memory and sharpen the intelligence; how to question and when to question; and a thousand other matters on which they have never yet so much as reflected. Most kinds of labour seem easy to the looker-on; and the more perfect the workman the more easily does he seem to effect his purposes, and the more difficult it is

to detect the secrets of his skill. He has arrived at the *ars celare artem*. By degrees it dawns upon the mind of a pupil teacher that there is an art of teaching, and, still later, that this art must ultimately rest on the nature of the child to be educated.

It sometimes happens that a pupil-teacher is set to teach as soon as he is apprenticed, and is left to learn his craft as best he can, on the *Faber fabricando fit* principle. He blunders along from one mistake to another, as though education, so far as it is an art at all, were something entirely new which he had to find out for himself. His work is, for a long time, rendered thereby doubly arduous, and often intolerably disagreeable. He contracts bad habits as a teacher from which he will, at a later period, find it difficult to emancipate himself; and his teaching, instead of being a highly intellectual exercise, remains unintelligent, mechanical, and oftentimes miserably unfruitful. In the interests, therefore, of teachers and taught, it is in the highest degree important that pupil teachers should be taught how to teach. One of the strongest objections to the pupil-teacher system is that it is ineffective. This objection would lose much of its force if pupil teachers were employed to do only what is within the range of their powers, and were properly taught how to do that.

A pupil-teacher should be at once made to understand that teaching is really a very difficult art, which will demand the constant exercise of his highest powers; that there is a right way and a wrong way of doing the simplest things, and teaching the simplest subjects; and that nothing is trivial, which may be reproduced by a class of thirty or forty children, or which may contribute to the teacher's own professional perfection. He should be led to see that, though a subject of instruction may be very simple, the minds that have to be taught it are marvellously complex, and that even so-called simple subjects rest upon infinite mysteries, the existence of which will be found immediately we go below the surface. The pupil-teacher's work will be relieved of much of its irksomeness when he realises the existence and nature of the art which he has to acquire;