

under discussion! I doubt if any thoroughly wide-awake and appreciative teacher ever had a pupil from whom he or she has not learned something of permanent value.

It may be that the lesson comes in the way of rebuke. Many a teacher has blushed with honest shame at the quiet, straightforward *naïve* criticism of a clear-eyed child. No one so quick, so sure to spy a fault, and, having spied it, to frankly point it out, as a school boy or a school-girl. Respect the honest faces of children. It will not do to be anything but sincere and genuine before such batteries of innocence and sincerity as these.

Again, the teacher's instruction from the pupil may come in the way of appeal. One of the greatest benefits of dealing with young people is the magnetic way they have of drawing a person out. Their needs, their demands, even their manifest failings make a certain helpful draft upon an adult, and especially upon one who stands to them in the relation of teacher. The lack in the pupil must somehow be supplied by a greater sufficiency in the instructor; and this is a healthful invigorating demand. It puts new strength into the helping mind, just as leading and guiding and lifting over hard places puts new strength into the helping hand. The teacher who has had no experience in the way of supplementing the needs and deficiencies of pupils, has lost or neglected one of the most valuable aids to self-development and equipment for his chosen work. The appeal of the student should be one of the teacher's most potent inspirations and incentives.

But, secondly, the teacher is taught in the regular routine of school-room work, by the discipline of mistakes. No worker of any kind is worth much who has not made mistakes—and profited by them. It is the most

wholesome kind of discipline. One never forgets the lesson of a mistake. It is like a mnemonic burr, that sticks so tightly it would pain you to get it out. The first year or two of any teacher's experience is sure to be checkered by mistakes. But instead of being therefore a depressing period of life, as it too often seems to be, it ought to be a time of perpetual thanksgiving, for throughout it all wisdom is conferring her most precious gifts upon the novice. For every perceived and acknowledged mistake you receive, as a voucher, one of the golden coins of experience—and more than that, fortune supplies you with a safety-vault in which to keep your wealth! For if you had learned these very lessons theoretically, you would be apt to forget some of them, but having learned them through the hard discipline of mistake, you will never forget one of them so long as you live. "Blessed be drudgery!" cries Wm. C. Gannett. "Blessed be mistakes!" we respond; for the soundest and sweetest fruit of experience is made up of amended mistakes.

But perhaps the most effective of all the agencies of self development in practical school-room work is experiment. I fancy I see some conservative educator start at this statement, as if it were rank heresy to claim the right of experiment for the average teacher. But heresy is at the front nowadays, as one of the world-moving forces. It is right in touch with the spirit of the age. Why, then, should we not import a little of this modern, vivifying force into education? I repeat my assumption, that the teacher is entitled to the right of experiment in school-room work. We have had too much cut-and-dried instruction in elementary education. We have had too much subordination of the individual to prescriptive method. It is high time that the element of personality were taken into the account.