

eral), not the family scientific method (deductive from general to particular).

8. Follow, above all, the psychological aim, or the psychological and practical at the same time. Rouse the pupil through the same topic presented from as many points as possible. Combine, especially, knowledge with ability, and exercise the knowledge until it is shaped by the underlying train of thought.

9. Teach nothing but what the pupils can comprehend.

10. Take care that the pupil retains all that he learns.

11. Do not simply train and polish; education and discipline are not for this, but to lay the general foundation on which to build the character of the individual, the citizen, nation.

12. Accustom the pupil to work, make it for him not only a pleasure, but a second nature.

13. Recognize the individuality of your pupil.

II.—WITH REGARD TO SUBJECT TAUGHT.

1. Apportion the matter of each subject taught from the standpoint of the pupils, and, as indicated above, according to the laws of his development.

2. Dwell especially on the elements.

3. In the establishing of derived principle, refer frequently to the fundamental ideas, and deduce the former from the latter.

4. Divide each step into definite steps and little wholes.

5. Point out at each step some part of the following, in order that the curiosity of the pupil may be excited without being satisfied; proceed so that no essential interruption shall arise.

6. Divide and arrange the subject-matter so that, where it is practicable in each succeeding step of the new, the foregoing may appear.

7. Connect those subjects which are especially related.

8. Go from the thing to the sign, and not the reverse.

9. Be guided in your selection of a method by the nature of the subject.

10. Arrange the subject taught, not according to a special scheme, but consider constantly all sides of it.

III.—WITH REGARD TO OUTSIDE CIRCUMSTANCES OF TIME, PLACE, ORDER, ETC.

1. Follow up subjects with your pupils successively, rather than together.

2. Take into consideration the probable future position in the life of your pupil.

3. Teach with reference to general culture.

IV.—WITH REGARD TO THE TEACHER.

1. Strive to make your teaching attractive and interesting.

2. Teach with energy.

3. Make the subject to be learned palatable to the pupils; and require, above all, a good utterance, sharp accent, clear statement, and thoughtful arrangement.

4. Do not stand still.

5. Rejoice in development or progress; first, for yourself; second, for your pupils.
—*N. E. Journal of Education.*

THE best work the teacher does for a child is to teach him how to learn for himself. The crusade against textbooks had its inspiration in the prevalent notion that children who learned from books would never learn for themselves; and now we have been taught, at great expense of experience, that one can teach objectively, and still not train pupils to study for themselves. We have learned that it is in the teacher and her inspiring and directing power, rather than in any theory, that the secret of such success lies. Study this art, and your reputation is secure. The teacher does well to remember that the school-life is only from six to twelve years interjected into a life that may be threescore and ten, and the schoolroom is not the end of existence, but merely the means to an end, and the teacher should so use it.