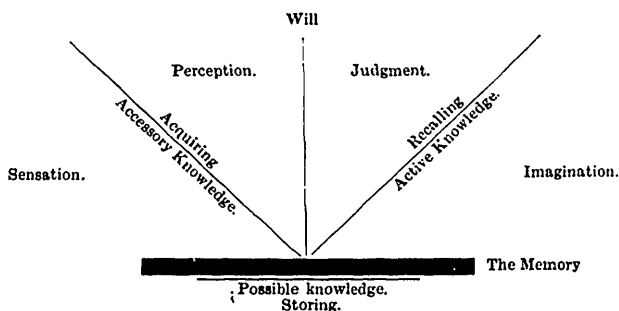


the mist of the abstract. Ignoramus indeed! Why, I would be called an idiot. Just think what laughing there would be were I to exhibit this as my fundamental plan for the examination of mental science, and yet there is really neither harm nor



nonsense in it, if the student uses it as a guide and not as a representation true in all its parts," and hereupon I passed round a diagram pencilled on a card I had taken from my pocket, and of which the above is a copy, in accordance with the minister's suggestion.

The conversation, of course, did not end here, for the diagram contains terms which the schoolmistress was anxious to have defined. This, however, I refrained from doing, remarking that the definition is the last thing to be thought of, when a subject is to be investigated after the natural method.

"The study of any subject," I continued, "should be pursued on the plan of a properly arranged oral or object lesson. And I would urge upon you, my dear, when you give an object lesson to your young people, never to forget to get them to leave on record in a simple sentence, or in a series of simple sentences, the substance of the information they have been able to pick up concerning the object viewed as a whole, during your conversation with the class. The seeming failure of the object lesson as an educational means to an end may readily be traced to a neglect on the part of the teacher to induce the pupil to reproduce the mind-experiences gained during the time the lesson lasts. The enunciation of the possible knowledge that may become active is too often overlooked. And not otherwise is it with the most of school learning or memorizing. The definition is only an effect of thinking or memorizing, not the cause of it; hence we should never begin with the definition where the training of young people is concerned; and, just as faithful to our function as teachers in another direction, we