

"The subjects that depend for their full comprehension upon a certain method and order of details, are numerous, and include the most important branches of human culture. The sciences, in mass, are avowedly of this character; even such departments as theology, ethics, rhetoric, and criticism have their definite form; and, until the mind of the student is fully impressed with this, all the particulars are vague and chaotic, and comparatively useless for practical application. So, any subject cast in a *polemic* form must be received and held in the connection there by given to it. If the arguments *pro* and *con* fall

out of their places in the mind of the reader, their force is missed or misconceived.

"History is pre-eminently a subject for method, and, therefore, involves some such plan as is here recommended. Every narrative read otherwise than for mere amusement, as we read a novel, should leave in the mind—(1) the chronological sequence (more or less detailed); and (2) the causal sequence, that is, the influences at work in bringing about the events. These are best gained by application to a single work in the first place; other works being resorted to in due time."—*Moderator*.

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### THE TEACHER TAUGHT.

THE teacher taught—not by the normal school, nor the weekly meeting, nor the summer assembly, nor the national convention, but—in the school-room itself, by the faithful and earnest doing of the daily task and the wise appropriation of wisdom's experimental hints. That is the way every teacher, who is properly constituted and evolved, gets that final and supreme training which is the secret of professional success. The teacher may come from the training school armed *cap-a-pie* with all the equipment of knowledge and method, but he will be as awkward and ineffective as David in the armor of Saul, until he has put off his profundities and his theories, and stooped to pick some of the smooth stones of wisdom from the brook of practical experience. That is the reason why school committees, in selecting teachers, give so much importance to the matter of previous experience. The crucial question always is, not how much does one know? but, how much of

what one knows is he now capable of imparting to others?

We shall have to admit, then, that the best teaching for a teacher, that which consummates and crowns, and makes fruitful the whole educational process, is the practical experience of the school room. Nothing can take the place of this or render it in any degree less valuable, less essential.

Such being the fact, it will be interesting, I trust, to study for a few moments this subject of self-instruction in school-room work. How is the teacher taught? What are the methods by which this reflex educational process is accomplished?

First, the teacher is directly taught by the pupil. What a debt of gratitude every instructor owes to his classes, for the discovery of new points of view, for fresh and unhackneyed interpretations of truth, for keen, earnest questions that pierce to the very heart of a subject, for intuitive hints and suggestions, throwing their light far beyond the topic