

to the methodical study of any science, by way of giving the student some general acquaintance with his new field of study, and thus preparing him for the intelligent study of its parts; for it is often impossible to appreciate the nature and bearing of any particular part of a subject without some general knowledge of its nature as a whole. Other weighty reasons might be offered in favour of a preliminary course of oral lessons before requiring the pupil to study the subject from his text-book. It is certainly the easiest way of making a beginning; for in studying from a text-book, either with or without a teacher's assistance, there is in most cases not only the difficulty of acquiring new ideas, but of understanding the language used as a vehicle of these ideas; whereas in getting knowledge from the *viva voce* instruction of his teacher, the pupil is spared this difficulty and has presented to him the first elementary notions of the subject in the form and manner most easy for him to appropriate. In this preliminary course of oral lessons the teacher is also able to introduce those parts which are most easily understood and best serve to enlist the interests of the learner. An author cannot do this as he is necessarily obliged to begin at the beginning—which is often the most difficult to understand—and to proceed methodically without deviating from the course which is logically suggested by the nature of the subject.

But when the pupil has been prepared for the methodical study of any branch of knowledge it is highly desirable to give him the opportunity of studying the subjects with the aid of suitable text-books. The knowledge which is obtained solely from verbal instruction is generally superficial and often inaccurate. The learner must see as well as hear if he would have clear and precise ideas, he must be able to exercise his mind upon a statement until he has got to the bottom of it, and this he can do with much greater effect when he has it clearly in print before his eyes. And hence the knowledge that a pupil acquires by reading is more likely to be methodical, clear, accurate, and thorough, than that which he obtains in the more pleasant form of oral instruction.—*The Scholastic World*.

Successful Teaching.

Success! who does not desire it? The young lawyer dreams of judge and jury entranced by his eloquent pleadings; the merchant, of well-filled counters and crowds of eager customers; teachers, too, have their aspirations. Wielding an influence that cannot be estimated, charged with responsibilities that mortals cannot measure, dealing with natures impressible and delicate, what wonder is it that the longing heart of the earnest teacher cries out "Give me success!"

But what constitutes success and what are its requisites? Success does not consist merely in obtaining good order. While it is true that "order is

heaven's first law," yet it is possible for a teacher by physical force and will-power, to reduce his pupils to the condition of serfs—to rob them of all independance of character. There are teachers who lay more stress on good order and military precision than on rapid progress and thorough instruction.

Such teachers are failures. Better, far better, a busy hum and industry than death-like stillness and inactivity. It does not consist merely in causing pupils to memorize text-books, solve problems, and write legibly. These are all necessary; but he who in his teachings, aims not at more than these, need not expect to have his brow crowned with the laurels of success.

School is generally defined to be a place for instruction; but, to the true teacher, the word has a fuller meaning. It is a place for the development and discipline of the powers of a child as well as for instruction. And, in accordance with this view, teaching is developing, training and instructing. "Education is helping a child to help himself." Our work is to prepare pupils for work—to give them an *impulse* in the right direction; and he is the most successful teacher who arouses to the greatest extent in the minds of his pupils an ambition to do life's work well, who sends them forth, persevering in all that they undertake, with powers trained and tried, with truth on their lips and with hope in their hearts.

The first qualification of the teacher which is necessary to his complete success, is an exalted conception of the teacher's work. "As a man thinketh in his heart, so is he," is true in teaching as in everything else; and the teacher who feels that his work is a noble one, will, other things being equal, be far more likely to succeed than he who regards it only as a business to be followed until something more lucrative presents itself. Fellow-teachers, let us magnify our office. The world will never estimate it highly until we set the example.

Another qualification is the power of gaining the attention. A failure in this respect is fatal. Scenes of beauty awaken no delight in the mind of him who is asleep, strains of melody entrance not him whose ears are closed, and the words of a sage are disregarded by him whose attention is pre-occupied.

The teacher must be thoroughly prepared for his work, knowing not only all that he is required to teach, but far more; no limit can be assigned as the point where his knowledge should cease. Teaching lays under contribution all branches of knowledge, and the more he knows, the better teacher he will be.

He should also have a knowledge of the laws of thought, the operations of the mind—in a word, of human nature. He comes into contact with the timid and the forward, the well-disposed and the vicious, and unless he is able to understand the dispositions of his pupils, anarchy will ensue. Like the skilful engineer, he must know when and where to tighten the machinery or to give it more play; when to apply the oil and when to use the hammer and file.

He must have a knowledge of educational methods.