

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 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