

knowledge to be communicated and the medium of communication; and three active processes, that of the teacher in teaching, that of the pupil in learning, and that of testing and rendering permanent the work done. None of these elements can be subtracted and leave the work entire and complete; and no true account of the philosophy of teaching can be given which does not include them all.

Each of these seven elements has its own great natural condition, or law of action, and these taken together constitute the Seven Laws of Teaching. These laws are so simple and natural that they must suggest themselves almost spontaneously to any one who will carefully note in turn the several parties and elements already named. Is it not evident that:

1. A teacher must know thoroughly what he would teach.
2. A learner must attend with interest what he would learn.
3. The medium must be language understood by both teacher and pupil in the same sense.
4. The truth to be taught must be related to truth already known, as we can only reach the unknown through that which is known.
5. The act of teaching is the act arousing and guiding the self-activities of another mind so as to develop in it a certain thought or feeling.
6. The act of learning is the act of reproducing, fully and accurately in our own understanding, the ideas to be acquired.
7. The test and confirmation of teaching are to be found in repetitions and reviews.

These simple and fundamental principles may be better understood if stated as rules to be observed by the teacher, thus:

- I. Know thoroughly and familiarly whatever you would teach.
- II. Gain and keep the attention of your pupils, and excite their interest in the subject.
- III. Use language which your pupils fully understand, and clearly explain every new word required.
- IV. Begin with what is already known, and proceed to the unknown by easy and natural steps.
- V. Excite the self-activities of the pupils, and lead them to discover the truth for themselves.
- VI. Require pupils to restate, fully and correctly, in their own language, and with their own proofs and illustrations, the truth taught them.

VII. Review, review, review; carefully, thoroughly, repeatedly, with fresh consideration and thought.

These laws underlie and control all successful teaching. Nothing need be added to them; Nothing can be safely taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is required to give free and undisturbed action to these laws.

They are of universal force and value. They cover all teaching of all subjects, and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and necessary for the college professor as for the teacher of little children; for the teacher of Bible truth as for the instructor in arithmetic. In proportion as the truth to be communicated is high and difficult in character, so ought these laws to be more carefully observed.

Doubtless there are many successful teachers who never heard of these laws, and who do consciously follow them, just as there are people who walk safely without any knowledge of mechanics or gravitation, and talk intelligibly without knowledge of Grammar. They have learned them from practice, and obey them from habit. It is none the less true that their success comes from obeying law, and not in spite of law. Some teachers are a "law unto themselves." They catch by intuition the secret of success, and do by a sort of instinct what others do by reflection; but a careful observation of their methods would go to prove the truth and value of these principles. To those who are not thus teachers by nature, the knowledge of these laws are of inestimable advantage.

The laws themselves will seem at the first simple facts, so obvious as scarcely to need such formal statement, and so plain that no explanation can make clearer their meaning. But like all fundamental truths, their simplicity is more apparent than real. Each one involves many subordinate principles and rules, and touches, when fully developed, the outermost limits of the whole science of teaching. Indeed, in a careful study of these seven laws we shall