

ing process—must be a RE-VIEWING, RE-THINKING, RE-KNOWING, and RE-PRODUCING of the knowledge taught.

These definitions and statements are so simple and obvious as to need no argument or proof; but their force as fundamental laws may be more clearly seen if stated as rules for teaching. Addressed to the teacher, they may read as follows:

1. Know thoroughly and familiarly the lesson you wish to teach, or, in other words, teach from a full mind and a clear understanding.

2. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

3. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

4. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown by single, easy, and natural steps, letting the known explain the unknown.

5. Use the pupil's own mind, exciting his self-activities, and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

6. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

7. Review, review, REVIEW, reproducing correctly the old, deepening its impression with new thought, correcting false views, and completing the true.

These rules and the laws which they outline, underlie and govern all successful teaching. If taken in their broadest meaning, 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 necessary to give them free and undisturbed action.

Like all the great laws of nature, these laws of teaching will seem at first simple facts, so obvious as scarcely to require such formal statement, so plain that no explanation can make clearer their meaning. But, like all fundamental truths, their simplicity is more apparent than real. Each one varies in applications and effects with varying minds and persons, though remaining constant in itself; and each stands related to other laws and facts, till it reaches the outermost limits of the science of teaching. Indeed, in a careful study of these seven laws, to which we shall proceed in coming articles, the discussion will reach every valuable principle in education, and every practical rule which can be of use in the teacher's work.

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 useful for the college professor as for the master of a common school; for the teaching of a Bible truth as for instruction in arithmetic. In proportion as the truth to be communicated is high and difficult to be understood, or as the pupils to be instructed are young and ignorant, ought these rules to be carefully followed.

Doubtless there are many successful teachers who never heard of these laws, and who do not consciously follow them; just as there are people who walk safely without any knowledge of gravitation, and talk intelligibly without studying grammar. Like the musician who plays by ear, and without knowledge of notes, these natural teachers, as they are called, have learned the laws of teaching 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 laws. They catch by intuition the secret of success, and do by a sort of instinct what others do by rule and reflection. A careful study of

their methods would show how closely they follow these principles; and if there is any exception it is in the cases in which their wonderful practical mastery of some of these rules—usually the first three—allows them to give slighter heed to the others. To those who do not belong to this class of "natural teachers," the knowledge of these laws is of vital necessity.

Let no one fear that a study of the laws of teaching will tend to substitute a cold, mechanical sort of work for the warm-hearted, enthusiastic teaching so often admired and praised. True skill kindles and keeps alive enthusiasm by giving it success where it would otherwise be discouraged by defeat. The true worker's love for his work grows with his ability to do it well. Even enthusiasm will accomplish more when guided by intelligence and armed with skill, while they who lack the rare gift of an enthusiastic nature must work by rule and skill or fail altogether.

THE SCHOOLMARM'S STORY.

A frosty chill was in the air—

How plainly I remember—

The bright, autumnal fires had paled,

Save here and there an ember;

The sky looked hard, the hills were bare,

And there were tokens everywhere

That it had come—November.

I locked the time-worn school-house door.

The village seat of learning,

Across the smooth, well-trodden path

My homeward footsteps turning;

My heart a troubled question bore,

And in my mind, as oft before,

A vexing thought was burning.

"Why is it up hill all the way?"

Thus ran my meditations;

The lessons had gone wrong that day,

And I had lost my patience.

"Is there no way to soften care,

And make it easier to bear

Life's sorrow's and vexations?"

Across my pathway, through the woods,

A fallen tree was lying.

On this there sat two little girls,

And one of them was crying.

I heard her sob: "And if I could,

I'd get my lessons awful good,

But what's the use of trying?"

And as the little hooded head

Sank on the other's shoulder,

The little weeper sought the arms

That opened to enfold her.

Against the young heart, kind and true,

She nestled close, and neither knew

That I was a beholder.

And then I heard—ah! ne'er was known

Such judgment without malice.

Nor queenlier council ever heard

In senate, house, or palace!—

"I should have failed there, I am sure.

Don't be discouraged; try once more,

And I will help you, Alice."

"And I will help you." This is how

To soften care and grieving;

Life is made easier to bear

By helping and by giving.

Here was the answer I had sought,

And I, the teacher, being taught

The secret of true living.

If "I will help you" were the rule.