

that he may lay hold of, and receive, and make his own, the knowledge you offer him. Learning, so far as the mind of the learner is concerned, is a growth; and teaching, so far the teacher is concerned, is doing whatever is necessary to cause that growth.

ONE OF THE ancients observes that a lamp loses none of its own light by allowing another lamp to be lit from it. He uses the illustration to enforce the duty of liberality in imparting our knowledge to others. Knowledge, he says, unlike other treasures, is not diminished by giving. The illustration fails to express the whole truth. This imparting of knowledge to others, not only does not impoverish the donor, but it actually increases his riches. *Docendo discimus*—by teaching we learn. A man grows in knowledge by the very act of communicating it. The reason for this is obvious. In order to communicate to the mind of another a thought which is in our own mind, we must give to the thought definite shape and form.

SOME TEACHERS are ambitious to do a great deal of talking. Some have a fatal facility of talk. The measure of their success, in their own eyes, is their ability to keep up a continued stream of talk. At best, this is only the pouring into the exhausted receiver on-acted over again. We cannot be reminded too often that there is no teaching except so far as there is active co-operation on the part of the learner. The mind receiving must reproduce and give back what it gets. This is the indispensable condition of making any knowledge really our own. For every word given by the teacher there should be many words of answering reproduction on the part of the scholars. Youthful minds under such tutelage grow apæc.

IT IS INDEED a high and difficult achievement in the educational act, to get young persons to bring forth their thoughts freely for examination and correction. A pleasant countenance and a gentle manner, inviting and inspiring confidence, have something to do with the matter. But whatever the means for accomplishing this end, the end itself is indispensable. The scholar's tongue must be unloosed as well as the teachers. The scholar's thoughts must be broached, as well as the teacher's. Indeed, the statement needs very little qualification or abatement, that a scholar has learned nothing from us except what he has expressed to us again in words. The teacher who is accustomed to barter his scholars with a continuous stream of words, no matter how full of weighty meaning his words may be, is yet deceiving himself, if he thinks that his scholars are materially benefited by his intellectual activity, unless it is so guided as to awaken and exercise theirs. If, after a suitable period, he will honestly examine his scholars on the subjects on which he has himself been so productive, he will find that he has been only pouring water into a sieve. Teaching can never be this one-sided process. Of all the things we attempt, it is the one most essentially and necessarily a co-operative process. There must be the joint action of the teacher's mind and the scholar's mind. A teacher teaches at all only so far as he causes this co-active energy of the pupil's mind.

THE SPELLER should not be placed in a pupil's hands till he is in the last half of the Fourth Reader.

IT IS POSSIBLE to use a spelling-book so as to interest the pupil; and in no other way can any book be made of real use. Words are in fact treasure-houses in which is stored the wisdom of the ages. A simple word often-times unlocks the history of a nation. Could we know its etymological changes—its biography, so to speak—we might know a thousand things of the people who used it,—their enlightenment through civilization, their demoralization through luxury; or, it might be, their stern morality, their barbaric rudeness or their rustic simplicity. No study is more charming than word-study; and a child may learn to enjoy searching in and among words for treasures of meaning, with as much zest as he would seek for bright shells among the pebbles of the beach. To be sure, this is not the work of a day, nor a week; but such a spirit should animate the teacher from the beginning.

TRAIN THE EYE of the pupil if you would make him a good speller. Teach him to *see* words. Use every means to fix a *picture* of each word in the mind, so that he can recall how it *looks*. This produces a much more permanent impression on the memory than the mere reiteration of the letters of a word. For instance, take the word "*rhythm*." The child in preparing his task may repeat with mumbling lips, "*r-h-y-t-h-m, r-h-y-t-h-m*," over and over again for minutes, and, as a result, be able to repeat the letters correctly at the recitation which comes an hour later, yet that impression may be entirely effaced three days afterward. But if the word were *looked at* in the right way for half a minute, it would not be easily forgotten: it would be permanently photographed upon the mind, so that he could recall the picture at will.

TEACHERS should most carefully show their scholars *how* to study. This should be one of the great matters about which the teacher is full of solicitude. The following is one of the effective ways in which a spelling lesson may be studied. The pupil takes his slate and pencil and acts upon these directions:—

1. Look at the word long enough to see it perfectly.
2. Shut the book, think how the word looks, then write it upon the slate. Proceed thus with each word of the lesson.
3. Compare the words as written with the printed page, and make a check against the errors.
4. Repeat the process where mistakes have been made, looking more carefully still at the words spelt wrong, till a correct image is made in the mind.

It is of the greatest importance to see the word right the *first time*. Teach the scholar to look at it sharply enough and long enough to make sure of this: for it is more difficult to obliterate the wrong impression than it would be to secure the right one in the first place.

Not only single words, but phrases and whole sentences, should be studied in the way suggested.

TRAIN THE EAR to hear words, as written. Spelling depends mainly on the eye, so pronunciation depends on the ear. If children never heard any thing but correct pronunciation, they would themselves pronounce correctly. The teacher should never mispronounce a word for the purpose of securing the right letters from the pupil in spelling. If, for example, the pupil spells the word