

THE HESPERIAN STUDENT.

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Editorial.

CLASS LECTURES.

There are many ways that recitations can be conducted that are equally good. These, it is not our purpose to discuss at the present time. We wish to call attention to a method that is seldom employed by our teachers, and we believe by some of them never. Perhaps, some branches of study, from their very nature, cannot be successfully taught to elementary or even college classes by lectures; but a majority of them can be thus taught and it would seem with the best of results. A person who has sufficient acquirements to enter the University classes ought to be able to master all or nearly all the matter of the text-book by himself. To come to the class and simply repeat what he has already learned is of slight value. What he needs is a clear and concise summary of the substance of the text, or a few words of explanation upon any point which he has not been able to master within himself. After this has been done, which should take but a small part of the recitation period, the Professor, it seems to us, might devote the rest of the hour to a lecture, developing the subject as treated by other authors, explaining its growth and history, or in bring-

ing out fully and clearly by explanation and illustration what the author has only touched upon.

Such a system of course implies that the student can be trusted to do the text-book work by himself. This, any conscientious student will do; and those who are inclined to shirk can be brought to time by searching examinations upon text-books, and lectures also if thought best. Another advantage that is to be gained by this system is that it accustoms the student to grasp an idea, and to select the important parts of everything he hears whether in class, or afterwards in active life, with readiness and precision.

Many a person can read a book, and carry and retain the idea; few, however, can give any satisfactory account of a sermon or lecture, or even of a conversation or debate. Perhaps, the most important part of an education is to enable one to see quickly, and grasp exactly the idea of a speaker. Certainly to most professional men, or to men engaged in politics, no power is more desirable; and in no way could it be more thoroughly cultivated than in an extended course of lectures lasting through three or four years, in which the student was to be examined, and from which he was expected to glean the leading statements and set them forth at the next hour or at some future recita-