

**THE ART OF STUDY. A  
MANUAL FOR TEACHERS AND  
STUDENTS OF THE SCIENCE  
AND THE ART OF TEACHING**

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The Art of Study. A Manual for Teachers and Students of the Science and the Art of Teaching by  
B. A. Hinsdale

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A MANUAL FOR TEACHERS AND STUDENTS OF THE SCIENCE  
AND THE ART OF TEACHING

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*Art of Study.*  
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## PREFACE.

THE ultimate object of this book is to place the Art of Study as a tool or instrument in the hands of pupils and students in schools. But as this object can be reached only by way of the teachers, the book is primarily addressed to them, and to students of the science and the art of teaching. It is, therefore, plainly necessary in the first place to demonstrate the relations that should exist between the pupil and the teacher in the school, and then to present practical methods by which the teacher may establish and maintain such relations. Only through these means can the grand end be reached. The book, it will be seen, proposes a partial readjustment of the relations existing between the pupil and the teacher. In other words, it proposes to effect a partial shifting of the center of gravity in the school, by making the pupil the center of the system and placing the teacher in his proper orbit.

It would have been easy greatly to multiply the parallel readings accompanying the chapters, but my observation is that in such a case a small but well-chosen bibliography is better than a large one.

B. A. HINSDALE.

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# THE ART OF STUDY.

## CHAPTER I.

### LEARNING AND TEACHING.

ONE of the most valuable arts that a boy or a girl, a young man or a young woman, can learn is the art of study. It is also an art that is nowhere adequately taught. It receives little conscious attention on the part of either teacher or pupil in the school, and outside the school it is almost wholly neglected. These facts furnish the reason for the preparation and publication of this book, which deals with the leading features of this art.

In entering upon the subject, the first thing that demands attention is, obviously, to bound and describe the territory that the book will cultivate. To do this will require two or three brief chapters. We must begin with learning, which is the primary activity of the school, and with teaching, which is so closely connected with learning as almost to form a part of it.

The science and the art of teaching assume that there is a duality of existence,—the mind and its environment, or the mind and the world. Philosophers sometimes