

cially to offer a more determined resistance to the dangers which they will probably meet, and which may sometimes be regarded as invariable accompaniments of Public Schools, by those who are disposed, from special causes, to look more at the disadvantages incidental to such institutions than at the benefits which can scarcely be otherwise secured. Of all the Bodily Senses, the faculties of Sight and Hearing will be admitted to be of the highest value. The importance of conducting a considerable part of the studies that are pursued at school by means of the Eye, is now, very generally allowed. We thus find *object* lessons taking the place of set tasks on some subjects, or accompanying them, creating far greater interest on the part of the scholars, and leading to more intelligent acquaintance with the subjects which are studied. A better mode of fixing these studies on the memory, and securing the lively interest of the scholars, it would, indeed, be difficult to imagine. Illustrative teaching may, from the very commencement of a child's instruction at school, be carried, to a greater or less extent, through every one of the studies pursued there, occasioning the feeling of pleasure, when formerly there existed weariness, and only weariness, alike to the Teacher and those he instructed; while, in addition to such studies as are pursued in every school, simple yet interesting supplementary lessons may soon be given by any Teacher of ordinary ability and some love for the work, by the introduction of some object or other of every-day occurrence, and the employment of a judicious mode of questioning, that may draw out what knowledge is already possessed, and impart what more is desired or needed, in connection with subjects which have come up in the ordinary course of study, and without deviating very greatly from attention to them. Such teaching, it is true, may at first call for special study on the part of the Teacher, if he would be skilful in this special department, and may seem to himself and to others to consume time that might be employed more profitably; but the evident benefit and quickened interest will prove an ample recompense in most cases, I believe, for the additional labor it involves; while the Teacher, by degrees, will acquire ease in conveying his thoughts in fewer and fewer words, and gain additional and most valuable powers to benefit others in this peculiar way. Not merely, however, in the actual and positive intellectual studies of the school, may instruction by the Eye be thus conveyed and greater interest awakened, but even moral lessons may be given simply and yet, possibly, very effectively. If it is true, as the poet Tupper says, and we think it is, that "The eye catcheth in an instant what the ear shall not learn within an hour," and that "A sentence hath formed a character," it is surely wise, not merely to render our school rooms as attractive as possible, by the utmost taste that can be displayed in inexpensive decoration, but also to give prominence to such words of wisdom as, from a Teacher's lips, might often pass unheeded by some, but on which, the eye being allowed to rest, may possibly, with them, prove an avenue to the heart. It seems to me, that we lose something, in these days, from not keeping up in our dwellings this practice of our forefathers—the practice of bringing under our view, where we cannot help seeing them, aphorisms of the highest practical value; and we might beneficially return to such a practice, at all events, in our schools. A writer on education, who has himself as a Teacher tested its worth, recommends, as a useful incidental mode of conveying moral lessons, that every

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