beyond their comprehension; they can make no sense of it: the lazy ones give it up, and the diligent try to commit the words to memory. The recitation, when it comes, is a mere answering of questions found, perhaps, at the bottom of the page, or a repetition of the words in the book. So pupils drag on through term after term, and do not know at all what they are about. Now, this is not teaching. It is all a sheer farce. It is not the fault of the book at all that the pupil does not understand the subject when he has committed the book to memory. No book can possibly be written that can convey to the mind of a young person an adequate idea of the first principles of arithmetic or grammar, or any one of the natural sciences. It is the business of the teacher to interpret the book to the learner. So instead of assigning a lesson and leaving the child to work upon with no explanation, he ought to read the book over with the learner, call up the meaning of every word explain and illustrate the meaning, point out the main principle, and show how to get at that principle from the language of the book.

In the first ten lines of one of our best arithmetics are these words: *science, art, computation, unit, collection, employs, operations, different, combined, variously, expressing, relations, figures, symbols, notation, numeration, giving rise.* It is no objection at all to the book that the pupil does not know the meaning of these words; it is a great objection to the teacher that he does not always take time to explain the meaning of the words before he requires the pupil to commit them to memory. We want to teach how to study intelligently, how to gather up all valuable material that lies in the way and apply it to their culture. You can put a man in the cars, close the blinds, and send him from Boston to Springfield in three hours. He has gone his journey and reached his goal, but he couldn't find his way back, nor could he describe any of the country he had passed through. But put him where he can see all about him, tell him what the varying surface of the country means and what the population are about, and he is in the way of making some fresh discoveries to himself, in addition to the knowledge thus acquired. Many youth go through school boxed up in a car; in the din and rattle they don't know where they are, or which way they are going, and when they reach a stopping-place they know it only because they are told of it. Every lesson should be carefully scanned by the teacher before it is assigned. Frequently it will be the best to omit something on account of lack of time, or the incapacity of pupils: this should be pointed out. There will be need of explanation of certain hard words and obscure passages; this explanation should be given; the lesson will often be studied to the best advantage in an order different from that laid down in the book; there will be need of some hints about the best way to come at the lesson and the time that ought to be given to it, and many other things that will suggest themselves to the teacher. In many branches a fourth part of the time devoted to the recitation can in this way well be given to a preparation for what is coming.

To what is here recommended it will be said, in objection, that there is discipline in finding out for ourselves the best methods and moulding our obstacles into implements without help and advice from others, and that this helping process weakens the pupil and destroys his self-confidence. It is not proposed to lower any standard of diligence, or thoroughness, or self-reliance, or self-restraint. It is only pleaded that the best path of the pupil ought to be pointed out to him, and that he ought not to spend the best years of his life in merely feeling after it. Besides, with the help here advised, there is quite as much scope for invention and incentive to progress, as there is when but little help is given, and more too. The inventive genius of the present age is quickened by the fact that men are born into a world of rapid progress, and early made familiar with things that would have astonished their grandfathers beyond measure. If we want a boy to become a skilful artisan, we place him where he will see most of those things done that he is to learn. This leads him to the greatest acquisition and skill: so let us set our pupils where they can see what has been done, and what remains to do, describe the field in which they are to work, and guide them over it; direct them to hard work and patient investigation; but let this work, this investigation, carry them forward as far as possible, instead of simply bringing them to the entrance of the way they are to tread.—*Massachusetts Teacher.*