

search, or if successful, after much labor and perplexity, finds it perchance crushed or mutilated and unfit for use. Nothing should be introduced into this important receptacle, except it be properly marked and labelled, and methodically placed upon its appropriate shelf. It is a great mistake in teaching to attempt too much. A thorough and accurate knowledge of a few things is far more valuable than an imperfect knowledge of many.

No branch of study should be abandoned until it is perfectly mastered. No new branches should be attempted until the mind is fully possessed of the preceding. A deep and sure foundation is preferable to an ill-constructed edifice. Opportunities in after life may complete the one, but no future care, remedy the defects in the other. The race is not always to the swift, and injudicious trainers not unfrequently ruin the wind and limbs of their young coursers by overtasking, overfeeding, and over-stimulating. Here I may observe that the ambition of teachers very often defeats its own ends. The temporary engagements of teachers renders it necessary, as they conceive to exhibit the greatest possible advancement in their scholars in the least possible time. Hence they are too apt, without particular examination upon or revision of past studies, to hurry the pupil on from the point at which he was left by the former to some more advanced stage in his progress. While this practice tends to impress the pupil and his friends with a sufficient sense of his own smartness and proficiency, and redounds greatly to the reputation of the teacher, it is too often at the expense of all the substantial advantages to be derived from study. Whatever is worth knowing is worth knowing thoroughly, and no thorough and lasting knowledge of any important study can be indelibly fixed in the young mind without frequent and careful reviewing. The laborious and pains-taking teacher cannot at the expiration of a single term, or a single year, exhibit any very shining and conspicuous proof of his care, but the enduring monuments of his useful labors are witnessed in the deeper insight, broader range, more lively and real apprehensions, of which the fruits are only seen in after years.

While it is generally understood that Education consists not only in the inculcation of knowledge, but also in developing and strengthening the powers and faculties of the mind, as the physical powers and capabilities are strengthened and developed by proper exercise, it is to be feared that the memory is too frequently cultivated to the neglect of other equally important and associate faculties. That the teacher's approbation is too often bestowed upon mere flippancy of recitation.—The system of learning by rote, although repudiated in theory, is not altogether discarded in practice, and its natural and inevitable effect is to dwarf the intellect and deform its proportions by giving an undue prominence to one of its functions—a mere verbal memory.

The scholar who satisfies the requirements of his teacher (and few scholars are higher than this) by barely committing to memory the words of his text, is in a like unfortunate condition to that of an apprentice builder who is kept during his apprenticeship at carrying brick and mortar to the masons. Neither is instructed in the higher mysteries of his study—neither understands the application of the materials he transports. In the discharge of their unprofitable labor, both are drudges rather than intelligent scholars. Nothing to me is more contemptible than that capability which is so much prized by many, the most verbal memory. It is compatible with the meanest intellect. It may spring up to a marvellous growth in the most barren soil.—The understanding, the reason, have very little to do with it, and are very little improved by it. It is akin to the senseless articulation of the parrot. Yet this absurd facility is unconsciously promoted and the memory cumbered with a superfluity of useless details by unreflecting teachers who fail to distinguish between it and that higher order of memory, which is retentive of principles and essential to all profitable mental operations.

The comprehension of a principle contributes more not only to the growth but the information of the mind than that of a thousand instances which are deducted from that principle. Hence the judicious teacher will never fail to enforce those elementary rules and principles which underlie every branch of knowledge, by clear explanations and illustrations suited to the scholar's capacity and attainments—and will not suffer a familiarity with examples and an apparent understanding of their significance, to conceal ignorance of their essentials, which are the ground work of all.

But, gentlemen, I am trespassing upon your valuable time too long. If I have ventured to treat of matters with which you are more familiar than myself, it has not been with a view to impart information so much as by reminding you of those qualities which are essential in your profession, to impress your minds more deeply with a sense of its importance, its responsibilities, its dignity, and thereby to inspire you with a stronger determination to aim at the

highest excellence. I have shown, or endeavored to show, that the true teacher must possess in an eminent degree the virtues of industry, patience and forbearance, that he must temper the exercise of authority with gentleness and love, that he must be courteous and affable in his manners, that he must be exemplary in his daily life and moral deportment, that he must thoroughly understand the various branches which he professes to teach, and which embrace a broader range than was opened to the vision of the wisest of ancient philosophers, that he must possess a happy faculty of imparting this knowledge. Who would withhold from a man furnished with such qualities and acquirements his deepest respect? Who would venture to assert that a profession which calls into requisition such qualities and acquirements in their highest degree and which is constantly employed in elevating the character of our race and shaping the destinies of future generations, is not preeminently an important, a responsible, a dignified profession? Other spheres of action are better calculated to draw out the brilliant qualities of the mind. The pulpit, the bar, the senate and the higher walks of literature and art afford more pleasing fields to those ambitious of distinction, and perhaps return more abundant harvest of wealth and popularity, but I can conceive of no vocation which affords more ample employment to the solid and sterling qualities of the mind, and in which the faithful discharge of duty affords a more permanent satisfaction to an upright and conscientious man than yours. It behooved you then to cultivate in yourselves those qualities of head and heart which are essential to usefulness in your pursuits. Your presence here to-day in your second annual convention is a proof that you are not negligent in this regard. That your deliberations and discussions may be a source of profit to yourselves and through you to the hundreds of young minds under your tuition, is the wish of all who are acquainted with the object of your meetings.

The Monetary Crisis.

A WARNING TO MOTHERS AND DAUGHTERS.

No thinking woman can have heard of the late monetary crisis, both in America and in our own country, without taking the subject into serious consideration, and making a personal application of it to herself and her own conduct.

Have those of us whose daughters have completed their course of home training, and entered upon the duties of married life, the satisfaction of knowing that they have been prepared to become helpmeets for their husbands in the day of adversity? We would ask whether they have been taught the uncertainty of worldly prosperity in a commercial country like ours, and been led to regard it as not all essential to domestic happiness? Have they the cheerful, faithful spirit, that can bow to the storm, and raise again with renewed energy? Is the careworn husband cheered by the quiet smile and affectionate welcome of the wife? And does he find that the hands which have guided with taste the pen, or the pen, and touched with skill more than one musical instrument, can be as cleverly employed in preparing the now frugal meal, and arranging the simple *ménage*? Does the anxious husband find that his wants are as carefully supplied now that there is little or no domestic help, as when he had servants to wait upon him; and that his children are being encouraged to display their infantile skill in waiting upon themselves and each other, and in helping to make all neat for the general comfort?

Many such instances could be found at this hour we doubt not; but, alas, there must, we fear, be many others of a directly opposite description, where the husband's business anxieties are greatly increased by the consciousness that there is one at home who is all unused to toil—unprepared for trial—unfitted for a life-struggle with this work-day world.

An important consideration should be suggested to the minds of the mothers of the rising generation connected with this crisis. Is the present system of home-training calculated to prepare our young people for the real, practical life that lies before them? If children are not taught when young to dress, and wait upon themselves; to use the needle for useful purposes; to be neat and orderly, not only in their own little affairs, but in all that concerns the general comfort of the household, it will be no easy matter to form such habits afterwards. This difficulty is increased if daughters are sent early from home to be educated. The conscientious teacher knows that it is the intellectual and moral training of the young lady to which she is expected to attend; and that the progress made in important studies and elegant accomplishments, and in the formation of lady-like manners and an amiable disposition, will be carefully watched by the anxious parents. But the teacher knows full well, that in