

He should be able to solve all questions in arithmetic, without reference to rule, answer all those in geography and grammar without the necessity of hunting the atlas, or examining the grammar book. Unless he can do this, he can never teach well, or gain that confidence in his ability, which all experienced educators agree is so essential to success, and even the semblance of which costs the assumption of so much false dignity, and so much pretended knowledge on the part of some of us school-masters.

The teachers should not only be able to render every needful assistance in the school without reference to text-books, but he should also be competent to conduct the recitations without them. Horace Mann remarks, that in Germany the very best results follow from this method. There, the teacher never looks in a book, while hearing a recitation, no matter in what study. His head is his text-book—his library. He can keep his eye constantly upon the class—glance from side to side, accommodate his questions to the circumstances—watch the struggling mind as it essays to surmount their difficulties, and keep alive the interest of the class, instead of permitting it to flag during every interval of the times of hunting and putting the questions, and afterwards examining to see if the answer be correct; and these are no insignificant advantages. Text-books, therefore should not be used in hearing recitations; and, answers to questions—all questions at the bottom of the page, or at the end of the book, should be omitted in their preparation. Neither, in my judgment, can any argument be offered in support of the numerous keys to arithmetic, algebra, &c., geographical keys, keys to lessons in the languages, &c., &c., which are now published and find a welcome place in many of our schools; unless it be that it is proper to reward indolence, or render a tribute to ignorance. So much evil have I seen grown out of their use, that were it not for the aid they sometimes furnish to those who have no opportunity for a teacher's assistance, I would say that great benefit would follow, if the whole tribe, including literal translations of the ancient authors, were made into a huge bonfire and burned.

It is not then to enable the teacher to teach what he does not know—to ask questions that he could not answer, nor to find a convenient explanation of difficulties without the "wear and tear" of mind necessary in other circumstances, that text-books are useful to him; but it is to supply his place when otherwise engaged—to teach in his absence—to fill up with important work the hours which would otherwise be frittered away in idleness. This, too, is the manner in which they aid the pupil. Had the teacher no other duties but to attend to a single class, text-books would be unnecessary.

Let me prove this. Suppose a class in arithmetic-lesson, the Single Rule of Three. Now, a teacher can explain this much better than can be done in a book. Afterwards, it would be an easy matter to compose questions, bringing in the names of his pupils, and making use of transactions with which he knows them to be familiar, and thus, he could convey more knowledge in a single lesson than they could obtain from a book in a week. But he has not time for all this. Other classes must be heard, so he explains the rule, gives each member of the class a book containing questions, and requests their solution by the next recitation. It is so with all studies. The position of text-books, therefore, is subordinate to that of the teacher—their teachings are inferior to his, and that their introduction into the school-room is of advantage at all is owing to his multiplied duties, which preclude the possibility of his paying much attention to each individual. But this is necessarily so—their function is an important one, and to fulfil it properly requires much skill in their preparation. I shall probably have something to say about this in a future number.—*Ohio Journal of Education.*

Miscellaneous.

INFLUENCE OF GREAT MEN.

There is no subject, apparently, upon which we differ so much from the opinions expressed by authors and editors in general, as to what "constitutes a great man." When mighty statesmen and triumphant warriors belonging to any nation fall before the scythe of death, the whole land puts on sackcloth and goes into mourning. We have seen two recent instances of this kind in different parts of the world; we allude to the death of Webster among ourselves, and that of Wellington in England. Intellectuals cannot be measured by the rule or square, nor can greatness be measured by public requiems and monuments. We can only form an opinion as to the greatness of men by what they have done, "by their works ye shall know them." We hear men frequently boast of the genius of Hannibal, Cæsar, Napoleon, and Wellington; of the intellect of Burke, Pitt, Hamilton and Webster! but neither warriors nor orators stand in the front rank of intellect, they must take a lower place than many men of science, whose greatness we seldom hear a word about. What intellect among warriors and statesmen can rank with that of Galileo, Kepler, Leibnitz, Bacon, Newton, Euler, Wollaston, La Place, Black, Lavoisier, Davy, Watt, Boyle, Franklin, &c. We

might mention others, but these are enough for our purpose. The works which these men have accomplished, affect all men; they meet us on the right hand and on the left every day and every night, and they will do so to others through all coming ages. The victories of Hannibal were all shattered and blasted by the single defeat of Zama, and the whole of Napoleon's conquests sunk for ever on the single field of Waterloo. It is true that the speeches and writings of statesmen do not perish so suddenly; they go down and are read by succeeding generations, but at the same time new circumstances arise, which lead men who were considered wise in one generation to be looked upon by another as doubtful preceptors, or as false lights for a new age. It is different with those profound thinkers and discoverers in the scientific world; they are the intellectual Titans. When we hear people speak of a great man we ask what he has done, and we try his works to see if they are the genuine coin. The rolling stars by night continually remind us of Galileo, Kepler, Herschel, and La Place. There is not an apple falls to the ground but reminds us of the great Newton. The lightning fleeing from cloud to cloud, reminds us of our own Franklin who brought it down from the skies as the hunter brings down the eagle in his flight. The lives of hundreds are saved every year by Davy's Safety Lamp. The invention of Watts has multiplied the power of man over inanimate matter more than a million fold; and the genius of Fulton has made a turnpike of the Atlantic. We would not perhaps have written upon this subject at present, but recently we have seen so much in our daily papers about great men and great intellects, and so much has been said about them by orators and others; and comparisons between this one and that one having been made, and seeing nothing at all said about men of science and inventors, whose reasonings often took sublimer flights than the imagination of Shakspeare, we have said this much and could say a great deal more to fortify our position, that warriors and statesmen must take a lower rank for genius and intellect than those men whose names we have mentioned. There are also others, of whom we have not room to speak, but assuredly our men of science, discoverers, and inventors, are the great ones (speaking of intellect,) of the earth. Time would fail us to tell how Kepler discovered the laws which govern the planets in their orbits, how Newton has arranged the whole universe before his mind, and discovered the force which guides a planet in its course, a sparrow in its flight, and the great tides of the sea which refresh and fortify our shores; of Wollaston making metal threads finer than those of the spider; of Davy resolving metals out of stones by galvanism; of Stephenson driving his iron horse over mountain and moor; of Daguerre using the sun beam for a pencil; and of Morse the lightning for his pen. Ignorant and circumscribed in intellect, must that man be, who, in speaking of great men, fails to perceive and mention the claims of philosophers and men of science;—*Am. Paper.*

A POOR BOY RAISED TO EMINENCE—GEO. WILSON.

A few years since as Mr. Gallaudet was walking in the streets of Hartford, there came running to him a poor boy, of very ordinary appearance, but whose fine intelligent eye fixed the attention of the gentleman as the boy inquired, "Sir, can you tell me of a man who would like a boy to work for him, and learn him to read?" "Whose boy are you, and where do you live?" "I have no parents," was the reply, "and have just run away from the workhouse because they would not teach me to read." The gentleman made arrangements with the authorities of the town and took the boy into his own family. There he learned to read. Nor was this all. He soon acquired the confidence of his new associates, by faithfulness and honesty. He was allowed the use of his friend's library, and made rapid progress in the acquisition of knowledge. It became necessary, after a while, that George should leave Mr. Gallaudet, and he became apprenticed to a cabinet maker in the neighborhood. There the same integrity won for him the favor of his new associates. To gratify his inclination for study, his master had a little room finished for him in the upper part of the shop, where he devoted his leisure time to his favorite pursuits. Here he made large attainments in mathematics, in the French language and other branches. After being in this situation a few years, as he sat at tea with the family one evening, he all at once remarked that he wanted to go to France.

"Go to France!" said his master, surprised that the apparently contented and happy youth had thus suddenly become dissatisfied with his situation—"for what?"

"Ask Mr. Gallaudet to tea to-morrow evening," continued George, "and I will explain."

His kind friend was invited accordingly. At tea time the apprentice presented himself with his manuscripts in English and French, and explained his singular intention to go to France.

"In the time of Napoleon," said he, "a prize was offered by the French Government for the simplest rule of measuring plane surfaces of whatever outline. The prize has never been awarded, and that method I have discovered."

He then demonstrated his problem, to the surprise and gratification of his friends, who immediately furnished him with the means of de-