

whole tendency will be to make the business of learning, interesting, rational and rapidly progressive.

2. Example in school does ten times more than precept and advice. As the bodies of children are imperceptibly affected by the air they breathe, so are their minds by the moral, intellectual and skill-teaching atmosphere which, in school, surrounds them. The tone of character and general influence of those under whom their education is carried on are giving to their minds a mould, a tone, a character, and a sum of tendencies, which will never cease, while they live, to exert and exhibit an influence over them. Therefore, every thing done by the teacher in school should be highly exemplary, both in what he says and does. In his manner, he should be engaging, in his language correct and guardedly moral, and in his way of teaching attractively skillful—full and familiar in his illustrations.

3. Be more concerned, and make more efforts to form habits than to inculcate rules. Seeing, doing, and correctly imitating, with *unceasing repetitions*, is the grand school rule. It is little—it is beginning at the wrong end—to tell a child what to do: we must first show him how to do it, *lead him on in his efforts—repeat these, till crowned with success*. It is nothing to enact laws, if we do not take care that they be put into practice, and adopted as habits. This is the chief business of education, yet the most neglected.—With the scholar there is an internal and an external doing. The mind within is at work, and on it depends entirely the work without. Now, to think is the highest exercise of the mind, and *doing* is just carrying out what is there begun in thought. Now the teacher who begins the education of his pupil by teaching him how to think—think correctly, and how to follow up his own processes of thought in a connected rational way, seldom fails to carry out the external work. To think correctly must ever precede doing correctly; and so entirely does the latter depend on the former that no one can speak or act, without at once showing how he thinks. The character of the workings of his mind he stamps upon his words and actions.

When the accomplished educationist, Dr. Vogel was questioned about "exercises in thinking," his reply was, "I consider it a *sin* in any teacher, not to lead his pupil to think, think with correctness on all the subjects he teaches." He did not call it an omission, or even a disqualification in a teacher not to awaken thought in the minds of his pupils, and train them in the art of thinking, he peremptorily denounced it as a *sin*. Where should the teacher begin his work, if not here? How should he commence his work, if not with exercises of speech and thought—communicating to his pupil's thinking powers, freedom, direction and expansion—how in his studies to use these powers with advantage, and give expression to his thoughts in correct language?—All our leading educationists, without exception, insist upon this preparatory breaking in exercise of the child, as of all training exercises the most important, in commencing the education of a child.

4. Never forget the overwhelming importance of the office of the teacher.—What are teachers? Are they not the living, acting models of intelligence and skill, in training, moulding and enlightening the minds of our youthful population to become the lights and life of their own and a coming generation? Teachers, in fact, should be the constituted fountain-head of every educational improvement, from every possible source, and thus to be to national education a *LIVING HEART*—sending forth its precious streams so collected, vivified and perfected, every where to circulate—reaching every cot and hamlet of the land. The two most prominent ideas this view of the subject of teachers and teaching bring up, are the high object of education, and the high accordant qualifications requisite for the work. Of these the true teacher never loses sight. He works *for* the work, and he works *in* the work,—self-preparation for it, skill in doing it. He goes to the work seriously *pondering its nature and its responsibilities*, and devotes his best powers for a thorough preparation of himself for his high duties.—To every teacher, I would say—Go and do likewise.

I shall now endeavour to explain, so plainly as I can, how children may be successfully and intelligently trained and taught reading at what I would call, the *second stage* of their education. A passage-illustration will be subjoined.

§ 1. Children should not be made to read a lesson, nor trained upon it on the book till well exercised upon the ideas it contains, (and connectedly,) and made acquainted with the meaning and correct pronunciation of all its words. To do this, read the lesson to them,—they listening with books closed. Be sure to read very slowly, and with a clear distinct enunciation. As you proceed with the reading, stop at each sentence, or even clause, if the sentence be long, and question the class on what you have read—making them also repeat—and re-repeat, if required, what you

have read. On reading the next sentence or clause, take in what you before questioned them on and made them repeat. As you give, see that their minds *get and keep hold of all from the beginning*. This is the great secret of successful teaching. As you proceed with the reading, stop now and then and put a question, either to an individual or to the whole class, to ascertain whether or not attention is paid to your reading and *that you are carrying their understandings along with you*.—This will be farther illustrated by a short passage subjoined.

Finding that the class is pretty familiar with the subject of the lesson and with its leading ideas, question minutely on every part of it,—taking sentences, clauses, and single words. But in this preparatory exercise pay special attention to the connexion and relation of the different parts of the lesson, and to the meaning and application of the words. If this exercise is gone through with spirit and skill, the class will very quickly and correctly, master the lesson on the book. But be sure to give as much suitable variety as possible to this part of the work. It lies at the very foundation of mental development.

§ 2. *With books open*, commence the next stage of the work. You read before them,—taking sentences by clauses, or as much as they can easily take hold of and retain at one time. When you stop, all read simultaneously as you did. To command attention make individuals here and there in the class, read what was read to them. Be sure that your own reading is good and correct, as it respects *tone, pitch*, emphases, flexions of the voice, &c.—You are setting them an example for imitation,—and an effect, *it will certainly produce*. And what teacher—deserving the name—would not wish it to be good—indicative of skill in the teacher? For every impression we make in teaching remains on the mind of the impressed, and exerts an influence on it, and it on others, less or more, how long and in how many way, we cannot tell. Proceed in this way to the end of the lesson. As they read after you—closely imitating you reading—individually or simultaneously, allow no inaccuracies of any kind to pass uncorrected. Draw out and train their voices well. But take care—take care—that as little as possible of your labour be here lost; and see that every individual in the class is doing *his* part of the work. Your instruction and school hours, are too precious for any of either to be lost. I observe that half the labour of some teachers is lost, or productive of little benefit, either, because they want sufficient tact to stir up, keep awake and carry the understanding of the children along with them, when training them, or they want *earnestness* in the work. Again, ever remember that *prevention* is better than cure. Diligent watchfulness at this stage, to prevent the formation of injurious habits, is of the utmost importance. Let your rule not be to correct bad habits, whenever they manifest themselves; but, to *prevent their formation*. To do this is a great saving of labour to both teacher and scholar; and, besides, it saves the disagreeable irritation—*teasing* irritation, I may say, which, generally, attends correcting inaccuracies, which creep in, when first teaching reading, and doing away with habits of muttering, stammering, hesitating, and such others, as render it impossible to make any scholar a fluent correct reader, when these become stereotyped.

§ 3. I beg now to make a few remarks on explanations. This is an important part of the teacher's work as he trains; and how best to do it; should be a subject of much study with the teacher. He who can do it skilfully saves to himself and his pupil much time, trouble and labour.

In stating or explaining any thing, make the scholar or the class, as it may be, repeat your statement or explanation, and let it be repeated till you are satisfied that they have got hold on your definitions, statements or explanations. Inattention to this greatly increases the labour and trouble of both teacher and scholar, and very much retards progress. Till the scholar repeats, *and with the understanding*, what is told him, how can any teacher know, whether or not he has succeeded in making him correctly and fully comprehend him, or that the thing explained has received a lodgement in the mind? Repeating and reviewing are far from being sufficiently attended to in schools.—Every repetition, remember, deepens impressions on the pupil's mind; and every review, familiarizes him more and more with the ground gone over. But see, and especially, that all is done through the understanding, and take special care that no word is used not well comprehended by the pupil. One word used, *not understood*, may, and often does, mystify the whole of an explanation.

§ 4. When the class is able to read the lesson by clauses pretty correctly, and all are familiar with the meaning and correct orthoëpy of words, know where pauses are to be made, and how the words between the points are, to give the meaning correctly,