

all, that it is *to* them that the Pupils will look up for examples of good moral conduct, and *from* them that they will receive those early impressions, which, as they are good or bad, will so materially influence their success in life.

It has been said, it is indeed daily repeated, that there is no royal road to learning; but a little reflection will convince us that the broad path of skilful and judicious instruction, which, avoiding all the narrow bye ways that so often mislead the unwary Student, conducts him by a gentle ascent to the point which he wishes to reach, is indeed, a royal road, and it is along this road which the benevolent kindness and liberality of the Legislature have opened to all, that I wish to see the Teachers conduct their Pupils.

In terminating this portion of my Address, I would solicit their attention to the words of an eminent writer on Education.

"Education" says he "has very many and very important ends to accomplish—it is desirable that the Pupil should be taught thoroughly; that is, that he should have as exact and definite a knowledge as possible."

"It is desirable that he be taught permanently; that is, that the truth communicated be so associated with his other knowledge, that the lapse of time will not easily erase it from his memory. It is important also, that no more time be consumed in the process than is absolutely necessary; he who occupies two years in teaching what might be as well taught, with a little more industry, in one year, does his Pupil a far greater injury than would be done by simply abridging his life by a year; he not only abstracts from his Pupil's acquisition, that year's improvement, but all the knowledge which would have been the fruit of it, for the remainder of his being."

It will be found that the secret of teaching most thoroughly, permanently, and in the shortest time, that is, of giving to the Pupil in a given time the greatest amount of knowledge, consists in so teaching as to give the most active exercise to the faculties of the mind.

Let the Pupil understand everything that it is designed to teach him; if he cannot understand a thing this year, it was not designed by his Creator that he should learn it this year; but let it not be forgotten that precisely here is seen the power of the skilful Teacher; it is his business to make a Pupil, if possible, understand. Very few things are incapable of being understood, if they be reduced to their simplest elements; hence the reason why the power of accurate analysis is so invaluable in a Teacher; by simplification and patience it is astonishing to observe how easily abstruse subjects may be brought within the grasp of even the faculties of children; let a Teacher then first understand a subject himself—