

ation table or the columns of addition, on the mind of a pupil or a class?—Do it well, oh, we beseech you! Do it well. Let no man have the honor of doing that work after you. Be daunted by no discouragements. If the sun goes down while you are clambering over the first unit's figure, then let the night rest only on a parenthesis in your labor. Let the morrow find you engaged in the same toilsome ascent, dragging up your pupil after you.—And it *many* suns rise and set before the end is attained, still resolve that it *shall be done*.

And so through all the departments of instruction. Resolve that this thing shall be learned, that principle shall be understood, that intricate places shall be cleared up; and let it be known that from your decisions there is no appeal; and that any attempt to overleap or evade your will, is just as futile as haggling with the decrees of fate.

Do not understand us to refer by this to any pestering particularity, which some teachers mistake for thoroughness. They will tell you of a dozen ways to prove simple subtraction, and make their pupils perform a perfect incubation for a week over a pair of Arabic figures to hatch out some new relation. All this may be good for an Encyclopedia, but it is not in place in the school-room. We refer merely to a practical and thorough knowledge of any given rule or process; and this the pupil should have just so far as he extends his explorations. Is it a page of the classics? let not your pupil turn over another leaf, till he can construe it as rapidly as his mother tongue. Literal and rapid translation is the best rule of prosody. Is it bank discount? let him not dismiss that theme till he can write a note and obtain an endorser, and manage his "days of grace," and *tell* how he does it too, as knowingly as one who walks up the steps of a bank to obtain a loan.

If this has not been the way in which you have shaded your pictures heretofore, then, fellow teachers, when you next go to your school-room, we ask you to put your determination to have it so, in the imperative mood.—Without one word of fretfulness, or any offensive show of authority; with nothing on your part but clear ideas and an inflexible will, your pupils will soon know what vigorous discipline means.

And oh! never forget that this discipline we speak of, to be serviceable, must be expended upon the reason, and not upon the memory. The fault of past instruction has been, not, perhaps, that it cultivated the memory too much, but the thinking powers too little. Would you, therefore, benefit your pupils? teach them how to think, how to analyze and reflect. Make every process a reasoning, reflective process. For this purpose you will rely mostly on the mathematical branches; for as Lord Bacon says, "If a man's wits be wandering, let him study the mathematics;" and for the mass of pupils, arithmetic will take the precedence of every other branch.

In this study, then, as indeed in every other, have done forever with that careless, rapid way, that proves nothing, knows nothing, only that "the rule says so." Never take the pupil's assertion that he understands this part or that. Nothing is more deceptive. Human nature does not love the labor of patient thought. Hence the shifts and subterfuges that the pupil will resort to, to avoid the trial, are endless.

Stand up in your firm determination, and see that the pupil perceives the *wherefore* at every step, and *gives it unasked*. Let every process be reasoned out, let every dark passage be threaded through and through, till the footsteps fall with unfeared confidence in the blindest part. This may be hard for the teacher, and hard for the taught; but there is no excellence without great labor. If the pupil recoils, hold him firmly to the work. If the parent interferes, tell him, as Ceres told the father of Triptolemus of old, "Unless I hold your son in the flame and bury him in coals of fire, I cannot make him wholly immortal."

We say again, it is hard. It is this that leads the good teacher often to say, "Who is sufficient for these things?" And any thing but an indomitable will, will sometimes yield. But if you are endeavoring to invigorate your pupil with the power of consecutive thought, you are in the right. And whoever may doubt, whoever may deride, whoever may oppose, persevere; consider it is your "mission," to wake up human souls to the ability and luxury of thought. Tire not; but every day march all your force against the castle of indolence in the soul, and with your blows as heavy as sledge-hammers, demonstrate on its never opened doors the wonderful proposition to them, that the powers that sleep therein, are capable of a few moments of unbroken wakefulness. It is from that we expect to give perpetuity to our work.

"Tis thus that painters write their names at Co!"

You might punctuate the whole earth with pyramids and obelisks, and furrow out Amazons with the point of your cane, and your work would not be so permanent as this. True, your fame or reward may not be present; community may compensate you but poorly; your pupils even may not esteem you *now*. But it was a noble remark of Kepler, "God has waited six thousand years for a beholder; cannot Kepler wait a few years for a reader?" It has been the way with the world's best heroes, to go through scenes of fiery trial, and then suffer an early apotheosis for want of bread.

"Seven cities fought for Homer dead,
Through which, Homer living, begged his bread."

Nevertheless, the good teacher is one of society's best and most permanent benefactors. Then, fellow laborers, linger here over this thought, and learn the sustaining lesson, taught in the school of the glorious prophets and martyrs, and heroes of all time:

"Still achieving, still pursuing,
Learn to labor and to wait."

To the industrious man, every day is a little life, and every night a little heaven.

RESPECTIVE OFFICES OF TEACHERS AND TEXT-BOOKS.

Teachers and Text-Books are the instrumentalities of the school-room to furnish knowledge and mental discipline to the young. Where the office of the former concludes, and that of the latter commences, it is difficult to determine. In ancient countries, and especially in Greece, youth were instructed orally; while in many schools at the present day, scholars receive little instruction but what they obtain from books, the prescribed duty of the teacher consisting merely in an examination of their proficiency not in the study, but in the text-book. Many teachers seem to forget that books are only means of study, not its end. Reflecting upon the noble minds, trained chiefly by oral instruction, in the academies and lycæums at Athens, I have sometimes thought our book education must be inferior to their lectures, calling forth as it seems to do, less effort to remember and understand what can be read over and over again, and each sentence pondered, than to apprehend that which was but once uttered, to recall that which was but once heard; and therefore less adapted to develop and strengthen mind.

But perhaps this method of instruction is better adapted to adults than to children—still, as a scholar, I have experienced a great difference between the dry discussion of a particular subject in a text-book, and listening to a warm and lively explanation of the same subject by the teacher; and a hundred times on hearing recitations in my own classes, when dull and downcast countenances told me plainly enough that the author had failed to make himself understood, and when, after changing the form of the question and simplifying the language, I was still unable to convey a proper idea of the subject, I have thrown down the book, and with black-board and chalk or illustrations of my own, in five minutes the whole class has been roused up, and faces before inanimate, were all glowing with delight, and sometimes with tears streaming down them. There is a life-giving power in the words and explanations of a teacher well versed in what he attempts to teach, and deeply interested in making it understood, that no book however well-written can ever give.

It is the living speaker in contrast with the printed oration—the letter of a friend compared with the warm pressure of his hand and his words of welcome. The eye, the countenance, the very motion of the body—all speak, and tend greatly to secure the attention of the class, and deepen the impression upon their minds. Besides, the teacher has the advantage of the author in being able to select for illustration, objects familiar to the scholar. Incidents are constantly occurring about a school-room, which seized upon by the intelligent teacher, may serve to illustrate important principles, while those selected by an author must necessarily be in a degree unknown. And this is an important matter. As long as knowledge is considered by the pupil as having but little relation to the affairs of life, he can take but a small degree of interest in its acquirement. He must feel that it concerns himself—his home—and the constantly recurring phenomena of nature about him. This capability of making the passing events of the school-room and of home minister to the end of teaching, is one of the surest tests of a teacher's fitness for his office; for nothing will add more, if as much, to promote an interest in study among scholars.

Pardon this digression. I mean not to argue whether it is best to teach *with* books or *without* them. They do not prevent the skillful teacher from making his own explanations and illustrations; while without them, many a poor fellow would be sadly puzzled to supply their place, by requisitions upon his own stock of knowledge.

Admitting therefore, the necessity of text-books, and that it would be inconvenient and improper to dispute with them, two questions arise:—1. What are their true functions? and, 2. How should they be prepared, to adapt them to the purposes of teaching?

These are questions in an educational point of view, of great magnitude, and about which, men of much experience in teaching differ; and what I shall offer, is not intended as a solution of them; only the expression of an opinion, which upon examination, may be found to be a greater or less approximation to the truth.

What then are the true functions of text-books? What want do they supply in the school?

Children are sent to school to be educated. Whether they are so or not, will mainly depend upon their own exertions. But teachers and text-books are important auxiliaries in the work. The first place must, however, be given to the teacher; and from the multiplicity of duties incumbent upon him to discharge, it is absolutely impossible to devote much time to each individual scholar, and he is compelled to employ a substitute in the text-book. The true functions of text-books therefore, seem to me to be two, viz:—1. To aid the pupil. 2. To assist the teacher. We will speak of the latter office first.

While text books are designed to assist the teacher, it is only at particular times, and in a circumscribed sense. It is gross abuse of them when employed to compensate for the teacher's want of information. That teaching must, indeed, be superficial which is confined to the printed page, and enlivened by nothing original. The teacher should be competent to teach every study in his school *without* books