

teach. They read with their mouths, work problems with their fingers, hear with their ears, and lecture with a vocal apparatus consisting of lungs, larynx, palate, teeth and tongue. But alas! the heart is far from the work. The soul is absent, perhaps, on a voyage of discovery in some other quarter of the world than the school-room. The whole proceeding is a dull, mechanical, automaton-like business; somewhat like winding up a wooden duck and making it swim. When it runs down it stops.

I have just been reading a book, by the author of "Ecce Deus," entitled "Ad Clerum." It is a good thing; and if my young professional brethren of the school-room will examine it, they will find some useful hints. True the distinguished author designed his book for young preachers; but I am pleased to discover that many of his suggestions and items of advice may be accepted by school teachers. From his letter on earnestness, describing the dental method, I make the following extracts: "You have seen a hail-storm? Yes, but no hail-storm was ever a match for Mr. Osted's tongue; and yet never a word came from beyond his teeth. I have seen him in a sick-room every day for a month, but never a word came from his heart; all dental, dental, dental. I know that Mr. Osted's service cost him nothing, either in heart or brain; not a nerve throbbed for it; and yet the unsuspecting ladies cherished his name with the most affectionate thankfulness. When he read or prayed there never came any great expectation into the heart of the listener—words, words, words. Oh, for one tone of the heart! But that luxury was denied us.

"I felt that Osted could have spoken quite as easily into an empty barrel, if he had been paid for it, as ever he spoke to his congregation. He was a very earnest man, Mr. Osted was, very! 'Most unremitting'—'never tired'—'never off his legs'; such are the words which you may hear about him in the houses of those who attended his dental ministry. Such is the dental method of ministrations. . . . I have had much to do with such men. Having leaned upon them, I know them as broken staves; having watched them in the storm, I know with what ease they can set themselves to the wind; and having carefully examined their work, I can assure you it is not pleasant to look below the surface.

Now, kind reader, just substitute for the word "ladies" parents and for "congregation" school, and you have a pretty good description of teachers; men who look as solemn as the carved bust of Andrew Jackson, and who always talk just from behind the teeth. I see one before me now, saying to a benighted pupil: "Sit you down here and work that sum according to the rule in the book; then show it to me, and I will compare it with the key and see if it be correct. Go at it, sir, and make no delay." Then, turning to a class of scared girls he calls for a lesson in the Third Reader as our solemn old parsons forty years used to call for the children to say their catechism. Poor little things, they were almost afraid to breathe; and when the instructor (?) asked them all about predestination, regeneration, conversion, and sanctification, from behind his teeth, they just responded in the words of the book from behind their teeth. They were irresistibly impelled to adopt the dental method. They could not avoid the contagion. Like priest, like people. Like teacher, like pupil.

Our pleasant author, Dr. Parker, after describing the porous method of preaching, which consists in foaming and frothing, sweating and snorting, bellowing and pounding—the like of which we have often seen in the school-room—closes his entertaining letters by recommending the cordial method, declaring that out "of this earnestness will come a simplicity which cannot be misunderstood, a candor which is above suspicion, and an independence as superior to flattery as it is scornful of intimidation.

This method of the heart, and not of the teeth nor of the cutaneous-muscular system, is the method which I would most cordially commend to all young teachers. As a mother teaches her child with all her heart; as a father trains his son with all his heart; yea, as the great Teacher of mankind taught with all his heart, let the instructor in the school room teach his pupils. I do not mean that he shall get up an artificial affection, something like paternal love, for every dirty-faced urchin. No, this is not my idea. I simply mean that he shall not be like the automaton chess-player who said "check" as it was breathed into and out of his lifeless mouth; but that he shall be a live man, an earnest man, and a man who loves to teach. In a word, my reader, examine your heart, and if you find any atrophy or palpitation of

the cold kind, depend upon it you are not fit to go into the school-room.

One great item in the mission of a teacher is to inspire his pupils with a love of study. The cold-hearted man, the mere formalist, the rule memorizer cannot do it. As well may you attempt to inspire soldiers on the battle-field by reading Hardee's Manual of Tactics to them. They can't fight under such instruction. But let a general of big heart and determined will speak from the heart, "suit the word to the action and the action to the word," and every man is ready to scale the heights of Abraham or storm the rock of Gibraltar. It is equally true in the school-room. Twenty-five years' experience, enables me to say so; and I am sure my worthy associates of the profession will sustain me in the declaration.

TEACHING GRAMMAR.

BY "JENDWINE."

Having been induced by personal experience to believe the study of the science of grammar is begun in our schools at too early an age, I tried an experiment with the following results. My pupils numbered about a baker's dozen; the majority of them were placed entirely under my control, the parents delegating to me the choice of their studies. Two of my patrons, however, insisted that their girls should be taught grammar. "Certainly," replied I, "they shall be taught to speak and write correctly; but I think they are unprepared to enter upon the study of science." They shook their heads in concert, and one of the anxious mothers expressed her conviction that there was "nothing like grammar;" for her part she believed in learning the whole grammar *by heart*. The girls were permitted to make the trial, books in hand, according to the wishes of their parents. One of them was a bright-minded girl of fourteen, who recited her lessons as is usually done at her age. The other had studied grammar ever since she was six weeks old, and could run through the rules mechanically, but made no application of them whatever, although gravely said that she was thirteen, but "mamma says eleven, because I am so backward." The other children were taught, according to my theory, *orally and by reading*. Upon examination of the simplest works on this subject I found none of them adapted to the comprehension of a child under thirteen years of age. However simple the beginning, the poor juvenile mind is ultimately lost in a sea of *indefinites, demonstratives, distributives, infinitives, affixes, prefixes, and suffixes*, which demonstrate the power of the young mind to evolve *interrogations* and prove the necessity for oral instruction at last. I admit that the study of grammar is of great assistance to the teacher who tries my plan.

I began a course of reading which comprised the Holy Bible, history, biography, and—fairy tales!

I explained to the class that the course was not only for their general information, but to teach them grammar. "Now, children," said I, "observe closely how the characters in these books speak, and imitate them in your own conversation." Great pains were taken to select books pure, simple, and correct in style. They were astonished to think that grammar could be learned in so delightful a manner. They were timid in imitation at first but by force of example and encouragement they attained a wonderfully correct style in the communication of their ideas. When one of them made a grammatical error I repeated the sentence for the class to correct. This stimulated them in the effort to speak correctly at all times, during school-hours or at play; but it aroused no bad feeling, for each found himself as liable to correction as his neighbor. After reading a story or chapter I closed the book, and required each pupil to repeat it as nearly as possible in the words of the author. The plan of allowing a child to give definitions to words or answers to the questions involved in the lessons in his or her own language is, in my opinion, a bad one. It begets carelessness of expression and incorrect language.

The youngest pupil in this class spoke with a charming correctness from *habit* before she knew a single rule of grammar. Some of them unconsciously attained a superiority in their language over the girls who plodded wearily through the study, books in hand. As those children grew old enough to enter upon the study of grammar as a science they had no bad habits of expression to correct, as teach-