

quitous tribunal, where power insults our weakness, and place it before the last more just, disinterested, and in the end more formidable one, where each individual is tried by his peers, and according to the rules and principles which have received the common examination and the common consent. A public sense is thus formed, free from slavish and other traditional assumption of insolent superiority, which the more it is exercised becomes the more enlightened and enlarged, and more and more requires equal rights and equal laws. This new sense acquired by the people, this new organ of opinion and feeling, is like bringing a battering train to bear upon some old Gothic castle, long the den of rapine and crime, and must finally prevail against all absurd and antiquated institutions, unless it is violently suppressed, and this engine of political reform turned by bribery and terror against itself. Who in reading history, when the characters are laid open, and the circumstances fairly stated, and when he himself has no false lies to mislead him, does not take part with the oppressed against the oppressor? But books anticipate and conform the decision of the public, of individuals, and even of the actors in such scenes, to that lofty and irrevocable standard, mould and fashion the heart and inmost thoughts upon it, so that something manly, liberal, and generous grows out of the fever of passion and the palsy of law; and this is what is meant by the progress of modern civilization and modern philosophy.

As knowledge and civilization advance, the influence and advantages of the privileged few necessarily decrease. These two present an everlasting counterpoise to each other, which is as true as that if you enlarge one half of a right angle you diminish the other half. Soldiers, prints, books, in turn govern the world; and the last do it best, because they have no pretence to do it at all, but by making the public good their law and rule.—*N. Y. Dist. School Journal.*

#### CHILDREN SHOULD BE TAUGHT TO EXPRESS CLEARLY WHAT THEY LEARN.

Children should be educated in good habits of *Expression*. They must not only know how a problem is solved, but must be able to state the method clearly and fully. Quite as much is gained by endeavors to communicate knowledge as by solitary study. This habit gives a command of language, which the scholar will hardly otherwise acquire. It shows him the extent of his resources, and where he needs fresh application. It gives him fluency of utterance, and at the same time grammatical propriety. In some schools the teacher is content with guessing out the ideas and meaning of the scholars. They speak by hints, in half-formed sentences, and with a tone and manner so loose, disjointed and slovenly, as to savor of any place rather than a school-room. It is quite as important for the education of a child that we should understand him, as he us. Thus only can we determine, whether he is really acquainted with the subject before him, whether he has just ideas, or is only giving us mouthfuls of words.—*Mr. Muzzey's Lecture before the American Institute of Instruction.*

#### TEACHER'S SELF-HEED ESSENTIAL TO HIS SUCCESS.

But the most infallible means of success in teaching is, that the teacher add to all other helps that of taking constant heed to Himself. Of all the streams he would send forth, he must be the upper spring. It is not by set speeches, that he can convey all knowledge to his scholars. Unless he possess the personal power to excite a thirst for learning, his efforts may only tend to their intellectual poverty. He must gain and secure their affections. Love is the silken chord, stronger than cables of coercion, by which he must draw them to the fountains of wisdom. It will be his countenance, his manner, his tones, and not his cold words alone, that will interest their young hearts in him, and through him, in the studies they pursue. Let him not hope to affect anything, however, by more appearances. Children pierce every covering and see the naked heart. We must, therefore, subdue all unkind and unjust feelings, and cherish a parental regard for our pupils.

The teacher should watch daily the occurrences of the school room, and draw thence materials to mould their characters. If the plant be watered at the right hour, when the calm evening of reflection has come, its root will be nourished, and vigor, and beauty, and life will be shed through its foliage and flowers. The same service performed in the heat of mid-day, when the sun of passion is high,

would but waste the waters of wisdom, and leave the stock parched with all evil.

Has the teacher any trouble with his scholars, let him always recollect the advice of Salzman, and "look first for the cause of it in *himself*." Let him regard his own practice as a model for theirs. Must they be accurate, so let him be. Does he expect them to be diligent, just, patient, benevolent, pure, he should ask if these traits will spring naturally from sympathy with his spirit? This nation needs shining lights at the teacher's desk. Each who now fills that high station should count himself called to be a reformer. As Follenberg, when looking on Switzerland, said of the three hundred pupils training for its teachers, so let this people say of you: "These instructors are the great engine to regenerate the land." So estimate your office and you will each be a living code, enlightening the minds, purifying the hearts, and, under God, redeeming the souls of the precious band, given by parental solicitude and in patriotic faith to your charge, to be prepared by you for the solemn and illimitable future.—*Ibid.*

#### THOROUGH TEACHING THE TRUE SYSTEM.

"Few branches, and well," should be the teacher's motto. I know one who requires his scholars to read a sentence three or four times over, if a single error be committed in the repetition. This practice will not make rail-road readers, those who are praised according to their speed; but, I am confident, it will make correct readers, though they should advance only at the humble rate of a man's unaided walking. Scholars, to be accurate, must review their lessons often and thoroughly. Each exercise should be bound by bands of steel to all that precede it. Be not ambitious to carry a pupil over many authors or many pages, but be perfectly certain that there is no line or word he has passed over, which he does not now understand. The crate is to be filled with precious wares. Let each piece be wrapt right, packed securely for itself and in relation to all the others. If one be placed wrong, in the journey of life, it may jar and crack its neighbors, and spread devastation through the whole.—*Ibid.*

#### EVERY THING SHOULD BE TAUGHT WITH ACCURACY.

Aim in all things to secure the utmost *Accuracy*. Do you teach writing, be not satisfied with a scholar's marking over the destined page, or half page, but see that every letter is correctly formed, if but ten be written for an exercise. Are they spelling? Do not judge of their proficiency by the number of columns they can falter through. If each pupil can spell but a single word, let that word be first pronounced, and that distinctly, and then let each syllable be given separately, and each letter with its exact sound. We are a nation of mis-spellers. It is not three years since I knew a graduate of a college commit such atrocities in spelling the words of his performance at commencement, as ought to have put a child of eight to the blush. To the teachers of our primary schools I would say, humanity forbid that you ever send such pupils to our colleges. And of this be sure, that if you neglect their spelling, no high school, academy, nor professor will supply the deficiency. Spelling seems a small thing, a matter that comes of course, but it is not so. If the little gems is not set round the leaf in its morning tenderness, no mid-day sun will ever shed the early dew.—*Ibid.*

#### THE MORAL ELEMENT IN EDUCATION.

In the Halifax (N. S.) Presbyterian *Guardian* of the 1st instant, in a lengthened editorial article on the *Value of a good Education*, the following affecting and forcible remarks are made:

"The blighted reputation and untimely end of the sons of some of our wealthiest merchants and most industrious citizens, ought to teach others that it is education and virtue, and not wealth or family influence that make the good man and useful member of society. A young man may be full of learning, able to spout passages of Shakespeare, of Byron, of Virgil, and Horace, to solve all the problems of Euclid, and understand the Principia of Newton, and yet be a profligate and an infidel. But if a pious youth know and love his Bible, and make it his daily companion and constant guide and counsellor, then we shall have no fears for the consequences. Such an one will be an honor to his age and to his country, a comfort to his parents in their declining years and an ornament to the church to which he belongs."