

Even "learned" dullness" is to be preferred to brutish ignorance. Teachers of senior classes should make themselves intimately acquainted with the faculties, capabilities, tendencies, and requirements of the human mind. They should study the best methods of engaging its attention, developing its energies, directing its inquiries, and securing its usefulness and happiness. They should ponder its vast powers, its weighty responsibilities, and its immortal destinies. They should diligently apply themselves to the study of the Scriptures. Unless this be done, it will be impossible for them to understand the sublime principles of the figurative allusions of the sacred volume. And if they do not understand, how can they explain?

They should be persons of *considerable* tact. They will have to study, and to adapt their instructions to various mental temperaments and tastes. They will have to subdue the turbulent, to restrain the volatile, to stimulate the sluggish, and to encourage the timid. These exercises will require all the energy and ingenuity they can command.

They should be persons of *great kindness*. There is no eloquence like that of affection; it comes from the heart, and it reaches the heart. Kindness should mark the countenances, govern the tongues, and give grace to the actions of teachers.

They should be persons of *genuine piety*. How can they teach truth, righteousness, and religion, who have not the fear of God before their eyes, or the love of God within their hearts?

Piety gives birth to comprehensive views, ardent affections, and vigorous exertions. It impels men to live and labor for others.

They should be persons of *extensive experience*. Such individuals are ordinarily most competent to point out the dangers to be shunned, the duties to be discharged, the motives to be cherished, and the encouragements to be imbibed.

We have entered into these details because we have a strong conviction that the efficiency of senior classes will mainly depend upon the mental and moral qualities of those who conduct them.

The method of imparting instruction may be diversified:—

It may be *preceptive*. Germs of thought, or rules of life, may be wrapped in short silken sentences. By this means a vast amount of knowledge may be brought into a small compass, and may be more easily remembered and reduced to practice. "Look before you leap." "Delays are dangerous." Proverbs like these fasten themselves in the mind.

It may be *explicative*. Terms may be defined, parallel passages may be adduced, paraphrases may be employed, eastern customs may be cited, brief discourses may be delivered.

It may be *interrogative*. This is a mode

of communicating instruction to which we attach great importance. It arrests attention, awakens interest, elicits inquiry, and gives impulse to the intellect.

It may be *pictorial*. This may be applied to maps, engravings, &c., but we refer more especially to what may be called mental or descriptive painting. This may be used with great interest and effect when the scenes and transactions of sacred history have to come under review. But it requires considerable acquaintance with Bible geography, a lively imagination, and a sound judgment.

It may be *experimental*. We use the word in an accommodated sense. We mean that the teacher should, occasionally, request one and then another scholar, to state how he would explain such a chapter or such a lesson; in other words, that he should teach them teaching, by letting them try their hand under his inspection and direction. This would give them confidence and skill. Important advantages will result from properly conducted senior classes.

They will quicken and invigorate the powers of teachers.

The reflection, the reading, the circum-spection, and the devotion which they will demand, will all conduce to this end. Thus, "he that soweth bountifully shall also reap bountifully."

Paradoxical as it may sound, it is nevertheless true, that knowledge increases by diffusion. Dr. Johnson knew this, when he repeated his readings to an old woman.

They will give greater accuracy, depth, and compass to the knowledge of scholars. Erroneous notions will be detected and exploded; faded impressions of truth will be revived and deepened; fresh views of things will fire the fancy or fix the faith; the class will become an intellectual joint-stock company.

They will attach scholars to their teachers and schools.

The majority of the scholars will not easily forget, will not readily forsake, those persons who have conferred such inestimable benefits upon them, or those places where such benefits have been received. Their tenderest, strongest, holiest associations will cling around those persons and places.

They will enable them more efficiently to discharge the duties of teachers. Persons thus carefully, systematically, and perseveringly instructed, must be better fitted to impart instruction to others, than those who have not passed through such a disciplinary process. Knowledge, skill, interest, associations, are theirs already.

They will make them more useful members of civil and religious society. Such training tends to make individuals intelligent, orderly, sober, industrious, patriotic, and pious. And such individuals are the bulwarks of their country, and the benefactors of their kind.—S. & Union Mag.