

promotion deserve the encouragement and thanks of his fellow-men?

The end and object of all education are the improvement of society, and the advancement of the true moral happiness of men.

The sentiment, so long tolerated in many parts of the world, that education may prove hurtful to the masses of society, and unfit them for their ordinary occupations, is fast dying out, or is obliged to hide its diminished mal-formed head, in the retreats of ignorance, superstition and vice. So general does the opposite sentiment now prevail—that from education there is no escape. Every class and grade of society admits its importance; and the great questions are—what kind and extent of education is the most suitable and effective for the public weal, and how is it to be best promoted?—That education which virtuously and healthfully sets in prolific motion, hearts, hands, and understanding, and best fits men for their several vocations, cannot, however, be very wide of the mark. But how it is to be given, or what the best system for conferring it, is still, and perhaps will be, in many points, a matter in dispute.

The object of the following summary views on education, is an endeavour to bring concisely, and in a practical systematic way, under the view of educators, such principles as are admitted to be sound and thoroughly practical in educating youth.

How a child should be treated on entering school is a subject, which needs far more consideration and even deep study, than is generally thought. On the way in which a child is dealt with, on his entering school, depends, not a little, not only his like or dislike to school, and school work, but his future success or want of it, through out the whole of his school history.—Let the teacher gain the affection and faith of his new neophyte, and he has gained what will do more, by skill and judgment, to secure his obedience, and attention—his self-efforts to please and to learn, than all the rules for school management or modes of teaching, he can adopt:

1o. First, then I would say deal with the mind of a child on entering school with the greatest simplicity and in a manner the most winning.

2o. In doing this, study well, its state of development, mould and capacity; and in training it, be guided as much as possible by this state.

3o. In commencing training the mind of the scholar, let simplicity, clearness, thoroughness, even in the most elementary things, be the guiding principles.

4o. I give the following as the cardinal points of education: 1o. The cultivating and disciplining of the several powers of the mind. 2o. The acquisition of knowledge. 3o. The capacity of readily and effectively communicating knowledge to others. 4o. The fourth point in education is, how schools can be so conducted, and studies carried on as to make the scholar take as much interest as possible in his own education and make him a earnest and successful self trainer. 5o. The next and last great object in education is, the habit of applying the knowledge acquired to useful purposes.

In carrying out these points the following hints and remarks may not be undeserving consideration.

§ 1. The first great object to be sought in education is, the cultivating and disciplining of the powers of the mind.

On the continuous well grounded cultivation of these all the knowledge afterwards communicated is more readily and profitably received, more easily understood, and more permanently retained. The powers of the mind can be developed and strengthened only by exercise or discipline; and this discipline must be enforced upon the pupil by certain exercises or employments specially adopted for the purpose. By this step, if rightly carried out, a short and sure path is cut out and cleared out, for the successful and intelligent advancement of the pupil in rapidly and permanently attaining any branch of learning. On the thorough disciplining of the mind at the very outset of its educational career, depends the educator's success in giving it right mould and undying energy,—thus fitting it at the very commencement of its school work, to become its own educator and safe self conductor amid all its future studies. Let no teacher, therefore, who wishes to be a successful trainer of youth, and an honour to his profession, neglect or defectively discharge this part of his work. Nothing tends more to ensure his success than earnest and well directed attention to this part of his duty.

§ 2. The second great object in education is the communication of knowledge.

Improved methods of teaching, where adopted, have greatly changed the modes of communicating knowledge—rendering them far more effective and profitable.

It is to be much regretted that the ordinary methods of teaching are still so tenaciously adhered to. I attribute this, principally, to the busy officiousness of many who assume the office of educators

and teachers, without due qualifications, and with little or no knowledge of the science of teaching. Such teachers render the child a mere magazine of collected words, truths and statements, little understood—collected by mere mechanical means,—which furnish him with little aid or direction in his studies. The more ill, digested knowledge a man thus collects the more oppressive will the burden be to him, and the more painful his helplessness. Instead of pursuing such a course I would recommend to teachers—nay insist upon it—that from the time the child begins to learn the very initiatory part of his education, they endeavour to bestow the utmost care upon the cultivation of his faculties—especially the conscience, the understanding and the judgment. It is with pain that I examine schools, in which I find, the very opposite method of teaching tenaciously—nay in some schools—*pertinaciously*, adhered to. No effort is made to make the child read with the understanding. The defective nature of this method is as obvious as it is injurious; for the words generally remain upon the memory while the pupil is almost totally ignorant of the truths they contain, or the ideas they represent.—They are in fact mental lumber—collected by the painful exercise of the memory without the aid of the understanding.—The method of teaching grammar, still pursued in the majority of schools, strikingly illustrates this.—I have examined on grammar thousands, who, though they could with much verbal accuracy, repeat large portions of their books, yet did not appear to have but a very dim and imperfect knowledge of any portion they had committed. Hundreds of words are daily reiterated, the meaning of which they know not. And this is the case with the greater part of what they read or commit. It has been asserted, and, perhaps, with truth, that the committing of words to memory, while they are not understood, prevents them from being ever afterwards so readily and correctly understood.

The most effectual way to correct this defect in teaching is by training the pupil to a thorough knowledge of words and their various applications, separately and in connexion, by a variety of exercises. The following are much approved of, and found to answer remarkably well, when intelligently and skilfully employed: 1o. Verbal and etymological exercises; 2o. General verbal exercises; 3o. Connecting exercises; and 4o. The analytical and synthetic exercises.

By these different exercises, carried on, both orally and in writing, the meaning of words and the truths taught, are so permanently imprinted upon the mind of the pupil as to be quite familiar, and at his command at all future times. The advantage which this gives to the pupil in pursuing his studies are many and great.—1o. The verbal and etymological exercises familiarize him with the meaning of words in their separate and combined state; and this enables him to extract, from every lesson or passage read, every idea it contains. The importance and value of these exercises cannot be too deeply impressed upon our teachers, nor its general introduction into our schools too much insisted on. Let them reflect that the whole work of education is carried on by influencing mind by mind; and that the main channel by which the influence is effected, is *language*. The scholar can make no advancement but just as he understands the words of his book and the language of his master.

2o. The general verbal exercises enables him to reconstruct the passage of his lesson by again allotting to each idea its proper place and connexion. The intention of this exercise is very simple. The verbal lays the foundation of the knowledge of any passage in the mind of the scholar, but gives him not a comprehensive view of it as a whole. This is done by the general and connecting exercises, which have reference to sentences rather than words. By verbal questioning the mind receives rather a microscopic view of truths; by the general questioning it is enabled to take a telescopic view of truths as embodied in sentences.

In order to form a general exercise, it is necessary to take only one question from each leading idea of a sentence, should it contain more than one. Often one question only from a sentence is sufficient. But the questions should be so chosen as to elicit the distinguishing features of sentences.

The general should always form part of the verbal exercises; but the verbal should not form part of the general. Some times passages are so well understood, as not to require the teacher to enter into verbal minutiae. When the teacher knows this, and yet is anxious to bring the whole passage or passages before their view, he can call up every verbal idea by means of the general exercise; and when the children are called upon to think on the whole, the teacher will find little difficulty in making them perform all the other exercises upon the passage or passages.

3o. The object of the connecting exercises is still more general. It is to enable the pupil at a glance to perceive the meaning of the