at once that there was some method of exciting the mind to unusual activity and of easy communication of ideas. When we go further and seek the cause of this, we find it could not have been books, and specially such serial books as we have; for there were no printed books, and a volume of any author cost an enormus sum. Yet there were schools there, and other schools than the celebrated academy. These schools also were far-famed. The most illustrious of Romans went to the schools of Athens. What, then, was the cause of the Greek success in teaching? There were two great causes of success in the teaching of Greece and the great predominance of the Greek literature in the after history of the world. These were: Oral Instruction, and Intellectual Philosophy. We shall only speak of *oral teaching*.

If a teacher were to sit down with a pupil to teach him upon any subject, his first thought ought to be, How can I interest him enough to make him *think* upon this subject? How can I impart ideas to him, so that they shall be *his property*? And how can I impart them in such a way that his mind shall acquire a *method* in thinking? In one word, if this teacher thinks at all of his business, and especially that he may be distinguished by the success of his pupil, he will seek to give that pupil *thought*, *knowledge*, and *discipline*; for all are necessary to the development and furniture of the pupil-mind. Then he will say, How can this best be done? Here he will meet his first temptation.

We can not get out of the atmosphere of our own times, and we can not avoid falling into the usages and fashions of the day. Hence the first thing this teacher will be tempted with, will be to get a lot of serial school books. He will get readers from No. 1 to No. 5. He will get Mr. Already's arithmetic, with an extensive "key" solving every problem in the minutest manner; and he will get a geography, every page of which has enormous cuts of a lion, or a volcano, or a temple,—a book which is to exhibit the face of the earth by the most incredible pictures. This he will be tempted to do, if he has one pupil: and will be certain to do if he has twenty; and can do nothing else if he has fifty, which are not uncommonly crowded upon the public-school teacher. But we are supposing a case in which he has some little choice in his mode of proceeding. Now is it really best that he should adopt this mechanical mode of teaching wholly and entirely? Let us see, first, how he is most likely to succeed.

First, we lay it down as an elementary principle, that the first of all things is to teach the pupil *how to think*. It is possible for the mind to be stored with an immense amount of knowledge, without being able to use it with any profit. Many persons have powerful memories. Their acquisition of knowledge is very easy, and their minds become storehouses. But mere knowledge in the head without reason, is like grain in a crib and never taken out. *Thought* is necessary to reason, and reason to the use of knowledge. But in the case of a pupil not gifted with strong memory, thought is necessary to the acquisition of knowledge, as well as to its use and its retention. Hence the first thing a successful teacher does, is to make his pupil *think*. How is he to do it? It is possible to read every lesson in a book, and not think of it at all. It is possible to solve every problem in an arithmetic, and not know how one of them was done. It is possible to learn geography enough for an examination, and have a vivid impression of the pictures, and yet have the facts and ideas so disconnected in the head that, in a month, the pupil can not trace a river, or have the least idea of where any country is. For this utter waste of time and labor, there is no remedy but *oral teaching*. It must be recollected that, while our serial school books are great helps to the teacher, and render it easy for the pupil to learn, it also renders it very easy to pass slip-shod and superficially over all instruction. There is just one way and only one way, to *make* a pupil learn, or to discover whether he can learn at all—and the last is very important. This is to put the teacher's mind and the pupil's mind side by side, without a book, a picture, or a formula of any kind between them. Let it be recollected that there are some minds that can study and learn *in no other way*. Suppose the teacher finds a boy in school who has a poor memory, or will not attend to books, and is apparently stupid,—it may be after all that he is not stupid, but the very reverse,—now how are we to know this? The only way is to take that boy, without book, paper, or rule, sit down by his side, and *talk to him*. Interest him in any thing for the moment, and you will soon find out whether he can think, and if he can think, he can learn. The perfection of all instruction is, that the pupil can *make a text-book on the subject taught*. Suppose, for example, he was to learn grammar, and the teacher gave him a blank book, pen and ink. Then told him to write the *article* with its meaning, the *noun*, the *adjective*, the *verb*, the *tenses* of the verb, etc. Thus, from day to day, the pupil would go on writing only what he had first learned and thought of, and so on to the end, when grammar would be as familiar to him as his mother tongue, and his manuscript book a treatise on the subject. It is true this would be a difficult thing for an entire class, and it would be, perhaps, impossible for a large school. But this would be *oral* instruction, and it would be effective. A pupil would either have to stop short, or would acquire the subject thoroughly. We knew a young lady who wrote out the entire French grammar in this way without seeing a book.

We do not mean to say that this kind of teaching is possible in our crowded public schools; but we are pointing it out as a *dernier resort*, when the teacher can apply it; and it must be recollected that the dullest boy in school is entitled to a *trial* of this plan, if the teacher can possibly find time.

So also in regard to the actual *knowledge* acquired. Is there a single teacher, or a single educated man, who does not know how much better he retained knowledge when he was compelled to think of it than when he retained it only by memory? If it be possible for the pupil to think upon any given fact, problem, or subject, so as fully to understand it, there is no memory equal to that memory.

So also in regard to *discipline*, there is no mode of disciplining the mind but through steady, self-controlled thought; and it is only the *habit* of such thought which can discipline the mind. Now when we have taken out the geniuses of a school, and those who would rather study than do anything else, it is only by oral teaching that we can make the others think or know whether they acquire anything or not. It might be supposed that geometry could not be recited without understanding it, but it can be and is well recited to the teacher without any other aid than memory. The only test of knowledge and understanding on any subject is to take the pupil without a book or aid of any kind. A geometry taught on the blackboard without a book or aid of any sort from without, would be remembered for a life time. We learned descriptive geometry before there was a text-book in the country, and never learned anything better***.—*Ohio Educational Monthly.*

E. D. M.

A Model Primary.

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room,—its neatness, order and cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty, but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats,—neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be; and the atmosphere uncommonly wholesome for a school-room,—no children roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or less according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with hands and arms, or march to music, or take a lively vocal drill according to Professor Monroe's instruc-