

the business of education—and until this is gained, but little progress can be expected. Unwilling study imparts but a feeble and transient impression. These preliminary points, however, being gained, the greatest abstacle is overcome, the pupil will proceed on the road to knowledge of his own accord, and having a sufficient motive within himself, his teacher will be relieved from the unpleasant alternative of coercion or punishment. To effect this the study of the pupil should be adapted to his capacity: "A given task limited to what he can easily perform, should be assigned to him, he should be assisted in his progress by the kindness and attention of his teachers; and his emulation should be excited by contending with others in the same pursuit." These are the leading means by which the great object herein proposed, is to be achieved—whilst, on the contrary, if the study of youth be not suited to their capacity, not only the time devoted to it will be wasted, but every natural or preconceived aversion will be confirmed.—Children under the age of ten-years should be directed to such incipient books and elementary branches of study, as mainly depended on memory—the tables of arithmetic and simple rules are of course included; but the combination of rules in arithmetic, requiring the exercise of considerable judgment, cannot be held as properly applicable to the early stages of education. It should be reserved for after years, when the judgment shall have become more mature. The same remark may apply with equal force to English grammar; as it is a study, when rightly pursued, which involves the analysis of language, and requires more thought and reflection, than children under the age of ten, are capable of; memory, it is true, is employed in committing the rules and definitions of grammar; and so far as the faculty is concerned, children at a very early age are competent to the study; but the application of these rules, in the exercise of parsing, is the peculiar province of the judgment.

To induce children to apply themselves willingly to study, it is important that a definite task should always be assigned to them. At the first view this may not appear to be deserving of the importance which is here ascribed to it; but a little reflection will present it in a different light. A child who, on entering on his study, has a given task before him, knows, or can calculate with certainty when his labors will be ended. He sees that it depends upon himself, whether he is to be the sooner or later liberated. This circumstance, more perhaps than any other, alleviates the burden of his study, and animates him to greater exertion.