

On the other hand, without a given task before him, he sees no other termination to his labors than the uncertain will and pleasure of his teacher. In this state of uncertainty, he naturally becomes impatient, and associating study with his restlessness of mind, he contracts an unwillingness, if not a dislike for it. Nothing tends more to alleviate labor than the prospect of a certain end to it in view. It relieves the mind from that wearisome state of uncertainty which makes the time seem longer than it really is. This principle, if judiciously applied, may be subservient to the best of purposes; while, if neglected, it may defeat the wisest plans of education.

In making study a voluntary and agreeable employment to youth, much also will depend on the character and conduct of the teacher. Children associate study with the circumstance under which they pursue it; and no circumstance is more important in this respect, than the treatment they receive from their teacher. If that treatment be mild, conciliatory, and impartial, it will attach them to study, inspire them with confidence, and at the same time increase that deference and respect for their teacher, which they ought always to feel for him. True deference and respect are identified with friendly feeling; without that support they degenerate into servile fear. Harshness and severity should only be resorted to as a punishment for actual offences. For any other purpose they not only subvert their own ends, but tend to alienate the affections of the pupil from his teacher, and to confirm whatever preconceived aversion there may be to study. The ordinary deportment of a teacher towards his pupil, should, in fact, be similar to that of a parent towards his child—as, indeed, for the purposes of education, the teacher stands in the relation of a parent to his pupil; he has the like power and authority over him; and is morally bound to the like kind offices and endearing duties. He should, at all times, be accessible, and ready and willing to assist the pupil in removing the difficulties he finds in his way.

The influence which a teacher, by proper management may acquire over his pupil is very great. There is no other relation in society, excepting that of parent and child, so favorable to influence on the one hand, and submission on the other. Children readily yield to a teacher whom they love, that which they would obstinately withhold from every other person. To please him they will cheerfully undertake the most difficult labors, and submit without a murmur to the greatest privations. To cultivate this influence, and to