

apply it practically to education is a principal part of a teacher's duty. If he succeed in this particular, the other duties of his office will seem to follow of themselves; and his task, which before was a burden, will become an agreeable occupation.

But the most effectual means of rendering study a voluntary and agreeable employment, is by raising and keeping up the emulation of the pupil. *Emulation* in children supplies all the motives to action, which *interest* and *emulation* do in manhood. It is a principle implanted in the youthful mind, apparently for the purposes of improvement; but whatever be its design, it is certain that there is no other principle which can be made more subservient to the purposes of education. The utility and necessity of knowledge may be urged as motives of study; but their influence will be rarely effectual. The great benefits of knowledge being realized only in manhood, are too distant and indistinctly seen, to actuate a child in his youthful pursuits. He looks to something nearer; some present good to reward his daily toils. Distant objects, although distinctly seen, lose their value, in the long lapse of years, before he can attain them. But this defect, if indeed it may be called so, is happily supplied by *emulation*. To excel others in the same pursuit, is in itself a present good—it secures the immediate approbation of the teacher, and gratifies the natural love of praise in the pupil. It furnishes, in short, a child with the same motives to study as if he were at once to realize the actual benefits of knowledge, as enjoyed and appreciated in after life. To excite and keep alive this principle, and to apply it to the purposes of education, should therefore be a leading object in every school. In effecting this great end, it is necessary that the school be divided into classes: each class containing all the scholars, who are of the same proficiency, and engaged in the same pursuits. It is only by classifying children according to their proficiency and pursuits, that they can be compared together, and their relative merits distinguished. Solitary study should never be allowed; it affords no opportunity for comparison, and consequently there can be no *emulation*. The great advantage of a public over a private school, consists in the opportunity afforded by the former, of classifying children, and comparing them with each other—the principle of classification, therefore, is of the utmost importance in all public schools, and is, indeed, the basis of every plan of public instruction, which aims to excite the *emulation* of scholars. When children are properly arranged in their several classes, they