

# The Right Use of the Right Books<sup>1</sup>

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**How to use the Right Books.**—So much for the right books; the right use of them is another matter. The children must enjoy the book. The ideas it holds must each make that sudden, delightful impact upon their minds, must cause that intellectual stir, which mark the inception of an idea. The teacher's part in this regard is to see and feel for himself, and then to rouse his pupils by an appreciative look or word; but to beware how he deadens the impression by a flood of talk. Intellectual sympathy is very stimulating; but we have all been in the case of the little girl who said, "Mother, I think I could understand if you did not explain *quite* so much." A teacher said of her pupil, "I find it so hard to tell whether she has really grasped a thing or whether she has only got the mechanical hang of it" Children are imitative monkeys, and it is the 'mechanical hang' that is apt to arrive after a douche of explanation.

**Children must Labor.**—This, of getting ideas out of them, is by no means all we must do with books. 'In all labor there is profit,' at any rate in some labor; and the labor of thought is what his book must induce in the child. He must generalize, classify, infer, judge, visualize, discriminate, labour in one way or another, with that capable mind of his, until the substance of his book is assimilated or rejected, according as he shall determine; for the determination rests with him and not with his teacher.

**Value of Narration.**—The simplest way of dealing with a paragraph or a chapter is to require the child to narrate its contents after a single attentive reading,—one reading, however slow, should be made a condition; for we are all too apt to make sure we shall have another opportunity of finding out 'what 'tis all about' There is the weekly review if we fail to get a clear grasp of the news of the day; and, if we fail a second time, there is a monthly or a quarterly review or an annual summing up: in fact, many of us let present-day history pass by us with easy minds, feeling sure that, in the end, we shall be *compelled* to see the bearings of events. This is a bad habit to get into; and we should do well to save our children by not giving them the vague expectation of second and third and tenth opportunities to do that which should have been done at first.

**A Single Careful Reading.**—There is much difference between intelligent reading, which the pupil should do in silence, and a mere parrot-like cramming up of contents; and it is not a bad test of education to be able to give the points of a description, the sequence of a series of incidents, the links in a chain of argument, correctly, after a single careful reading. This is a power which a barrister, a publisher, a

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<sup>1</sup> Mason, Charlotte, *School Education*, 178-181.

scholar, labors to acquire; and it is a power which children can acquire with great ease, and once acquired, the gulf is bridged which divides the reading from the non-reading community.

**Other Ways of using Books.**—But this is only one way to use books: others are to enumerate the statements in a given paragraph or chapter; to analyze a chapter, to divide it into paragraphs under proper headings, to tabulate and classify series; to trace cause to consequence and consequence to cause; to discern character and perceive how character and circumstance interact; to get lessons of life and conduct, or the living knowledge which makes for science, out of books; all this is possible for school boys and girls, and *until* they have begun to use books for themselves in such ways, they can hardly be said to have begun their education.

**The Teacher's Part.**—The teacher's part is, in the first place, to see what is to be done, to look over the work of the day in advance and see what mental discipline, as well as what vital knowledge, this and that lesson afford; and then to set such questions and such tasks as shall give full scope to his pupils' mental activity. Let marginal notes be freely made, as neatly and beautifully as may be, for books should be handled with reverence. Let numbers, letters, underlining be used to help the eye and to save the needless fag of writing abstracts. Let the pupil write for himself half a dozen questions which cover the passage studied; he need not write the answers if he be taught that the mind can know nothing but what it can produce in the form of an answer to a question put by the mind to itself.

**Disciplinary Devices must not come between Children and the Soul of the Book.**—These few hints by no means cover the disciplinary uses of a good school-book; but let us be careful that our disciplinary devices, and our mechanical devices to secure and tabulate the substance of knowledge, do not come between the children and that which is the *soul* of the book, the living thought it contains. Science is doing so much for us in these days, nature is drawing so close to us, art is unfolding so much meaning to us, the world is becoming so rich for us, that we are a little in danger of neglecting the art of deriving sustenance from books. Let us not in such wise impoverish our lives and the lives of our children; for, to quote the golden words of Milton: "Books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was, whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them. As good almost kill a man, as kill a good book; who kills a man kills a good reasonable creature, God's image; but he who destroys a good book, kills reason itself—kills the image of God, as it were, in the eye."