

Are Young Teachers Successful?

By O. HOSFORD, A. M.

There are many things to be considered in the discussion of this question. The teacher's work is of such a nature that, at first thought, we very naturally conclude, that the young teacher must, of necessity, fail to do any thing worthy of the name of a success.

Of all the arts requiring experience, none can be more imperative in its demands than the art of teaching. If, however, a thorough examination should be made of reliable school statistics, kept for a series of years it will ever be found true that those who have become noted teachers, were, in the earliest years of their labor, successful instructors. Thus we find facts to contradict our first impressions, and we are led to inquire into the reason of our false conclusions.

There surely was no mistake made in supposing that experience was requisite to perfect one as a teacher. But the assumption that one must have experience as a teacher, before he becomes qualified to instruct with any degree of success, was a great mistake. That teacher is successful who thoroughly accomplishes the work assigned him. He may not have done the work in the best way; he may not have been able to practice the most thorough economy, but the work has been done, and well done. The results of any enterprise determined whether it has been a failure or not. It is always interesting to know that a given work has been performed in the best and most economical way, yet it does not so much concern us to know the manner in which a given edifice is erected, as the fact that it is built and well built.

It is not pretended that the young teacher is as successful as he will be after he has had years of experience—that he will do his work as economically; but facts show that he does a noble work, and does it well. In the development of every mind, facts first attract attention. Theories to account for these facts, and their true philosophy, come afterwards.

These facts may be successfully communicated by those who are ignorant of that method which experience may reveal to the best. The mere child is eager to communicate the new fact it has just learned, and it does so tell its story that all understand the truth; so, many young teachers successfully instruct those under their charge, in those branches which they themselves understand.

It is by no means true that the pupils of those who are teaching their first schools are compelled to submit themselves to be practised upon by a novice, and no one to reap a benefit save the unskillful teacher. They are not to be turned off as the imperfect work of an apprentice.

Young teachers are not now compelled to enter upon their work, entirely ignorant of its nature or requirements. Each one who now commences his career of a teacher has the benefit of the suggestions of many who have devoted their lives to the business of teaching—who have had a large and varied experience, and who have given the results of it to the world. Teachers may, to a considerable extent, make this experience their own, and from it they may not only take hints and suggestions, but may take it, at first, as a guide in laying their plans, and in forming their own methods.

It is true, this experience is theirs only as truth communicated, not what they themselves have wrought out, yet it is a knowledge which will enable them to make any thing but a failure in their first efforts at instructing.

Then, again, what one has learned, he has had experience in learning: he knows *how* he learned it; he understands the difficult points, and how they were explained to his mind; and he knows how to explain them to others. He has grasped the clue and safely followed its leadings through the mazy labyrinth, and he is now able to place the same clue into the hands of others, and bid them follow its leadings.

In thus speaking of young teachers, it will of course be understood, that none are meant but those who have thoroughly mastered the various subjects they propose to teach. It is often said that such and such persons are very acceptable teachers, who have but a mere smattering of what they try to teach; that they have retained their places term after term. Yet nothing can be more pernicious than to render important that fact, by calling it a success. These take on the airs—I had almost said, of those who *know*; but that should not be said, for those who know need not the airs, but they take on airs as *if* they knew, and so long as they are able to keep up the show of knowledge, they seem to move on the topmost wave-crest; but the bubble must at length burst, and reveal the fact that the pupils have made no real progress. Their heads are filled with a medley of false ideas, and it will cost the true teacher no little labor to clear away the rubbish and make ready for a true work.

But in addition to a thorough familiarity with the branches taught, an earnest desire to succeed must be felt. That teacher, whether

the young or old, must of necessity fail, in whom this desire is wanting. The circumstances in which the young teacher finds himself placed must, of necessity, be a strong stimulus to exertion. The fact he has had no experience tends strongly to urge him to earnest labor. The daily routine of duties will be pursued with the most diligence. No careless work will be done. From morning till night the eye and ear will be open and the mind all alive. There will be felt none of that careless indifference which familiarity with labor is apt to produce.

There is another fact to be taken into the account. The young teacher comes fresh from his books, with his mind all awake to the new truths he has been learning; laws which he has never before dreamed of, have just been revealed to him. How can it be otherwise than that he will enter upon the work of instructing others in these same facts which so much interest him, with an enthusiasm such as those do not feel who have long been familiar with these truths. Possessing this enthusiasm so fully himself, he can not fail to infuse it into his pupils.

There must also be a deep sympathy between the teacher and the taught. It is vain to talk of success where no such sympathy exists. This is the reason that many of limited education will teach a better school than others who are far their superior in knowledge. A single case will illustrate the point: A young lady presented herself to the township board, for examination. In reading and orthography she sustained a medium examination, but aside from this there was a complete failure. The Amazon was described as rising in the Alps, flowing west, and emptying into the Pacific. The Strait of Magellan she could not locate exactly, but she knew perfectly well, "for them was the Straits that Napoleon Bonaparte crossed when he went to fight the Indians." Of course no certificate could be granted, yet great complaint was made, both by the one examined and by the school officers, for she had taught an excellent school in an adjoining town, giving universal satisfaction. They had never had a person who so interested the school; the parents could not keep the children at home. She possessed, in an eminent degree, those rare natural qualities which enabled her fully to enter into sympathy with her pupils. Without this sympathy there can be but limited success.

Young persons enter into the sympathies of the young more naturally and readily than older persons. In this particular, they most assuredly have the advantage over the older. It can not be denied that they must experience many disadvantages, such as result from a want of those qualifications which experience alone can give. Yet these are by no means of such consequence that the young teacher need despair of doing his work well. He may look forward with a fond hope, and a full expectation, of complete success.

The teacher who is ever truly successful, possesses largely those natural gifts which make him "apt to teach." These are Nature's endowment. However much they may be cultivated and improved by exercise, they can never be acquired. Nor can any attainment be made which can compensate for the want of these desirable qualities. One destitute of these peculiar gifts can never make a truly successful teacher, however liberal his acquisitions may be or profound his knowledge.—*Mich. Jour. of Ed.*

Olivet, 1859.

Journal of Education 1859, July, Vol. 3, No. 7
pp. 124-125.

Dull boys:--Dont abuse them.

It seems superfluous to speak to the readers of this journal, upon the bitter wrong and injustice which dull children often suffer in school. I should hesitate to enlarge upon so obvious a sin, had not my experience and observation convinced me that it is one, which even the most devoted teachers commit: some in thoughtlessness, many more in spite of conscience. I have seen teachers, the most affectionate and devoted, who were kind and patient in school to all—but one; there was sure to be some poor little fellow, slow of speech, clumsy in movements, and of a heavy countenance, to whom the teacher was testy and unkind.

Reader! are *you* ever guilty of this sin? I know that a dull scholar is a sore trial to his instructor. After laboring anxiously over some simple point, trying invention to the utmost, and all in vain, it is hard to suppress a hasty word, or a weary sigh, to see a boy still hold his stolid look—no ray of intelligence in his heavy eye; to know that all your ingenuity and devotion are of no avail, is surely a miserable disappointment. But think: are *you alone* disappointed? Is not the poor, tired child with nerves excited, brain confused, and heart downcast and sorrowful,—is not *he too* worthy of some compassion? Will you reproach him in such a case? Reproach him! For what? If he does not understand you, may it not be your fault, not his? Do you not rebuke yourself when you reproach the child?

I once saw a teacher engaged in hearing a brilliant recitation, where all was prompt and successful.—The class was in high spirits, the teacher in fine temper; but when it came the turn of an honest looking boy at the foot, with large heavy eyes, and a troubled look, I saw the smile of satisfaction leave the teacher's face before he had finished putting the question: I saw the class sneer in anticipation of the blunder; and I saw too the poor boy, flinching from the gaze of the school, and the impatient look of his teacher. He failed, of course. The teacher turned away with an expression of *resignation*, which was a more severe blow to the boy, than if he had been struck. Reader! have you never done this thing? Never be impatient with dullness in school. Do not merely refrain from contemptuous epithets, (for who would be so brutal?) but avoid every shrug of the shoulder, every gesture of impatience, every sigh of disappointment. It is mortification enough to the scholar, to know that he is not so bright as his companions; do not add to his shame the sense of injustice.

Children are often considered dull, who have in fact, superior intelligence. An excessive diffidence, a stammering utterance, or a slowness of speech, may so embarrass a scholar, as to ensure his defeat by some quick and fluent lad who has not half his mind.—Hence, quickness of thought and facility of expression are, too often, the only qualities that receive a marked approval from the teacher. Let these have their due; but remember, that a sound understanding is not always accompanied by an acute perception, and that a mind may be large, without being brilliant. Moreover there are superior qualities of the mind, which may not be called into action in school, so that a boy of fine intellect may pass for a dullard, while he is, in fact, superior to his companions. A child may be quick to grasp principles, yet slow in learning facts; he may be deficient in mathematical ability, and yet possess much poetic feeling, and an earnest, ardent love of the beautiful. A bad memory, or some other defect will keep him back in recitation, though his mind may be full of precocious thoughts, which find no utterance in the bustle and hurry of the school-room.

I had a case of this kind, in my first school; it was a poor little fellow who always seemed puzzled; he was slow to take an idea and appeared to have no power whatever to express his mind. His companions thought him stupid, and I shared the general impression. In the course of the term, I introduced exercises in composition—a thing hitherto unknown in the school. To our astonishment, his first effort exhibited an originality of thought and a facility of expression, which no other boy could equal. On one occasion he wished to introduce a few stanzas of poetry into his composition and not remembering the exact form of the original, substituted his own expressions; they were all correct, poetic, and metrical. On conversing with him about his pursuits, I found him altogether superior to his companions, in all the more mature and valuable properties of the mind.

I learned wisdom by that experience, and have since found many similar cases: indeed, so many, that I am sometimes inclined to think that a slow manner of thought, in a child, is a sign of a good intellect. Therefore, if I find that a boy is unsuccessful in ordinary school studies, I look round to see what I can do for himself. If he has a poor memory, I often find that he can grasp a thought; if he cannot read well, he may nevertheless understand thoroughly what he is reading about; if clumsy in speech he may be skillful in expressing his thoughts in writing; if he is deficient in mathematical ability, he perhaps has talent for drawing, for mechanics, music, or the languages; though hating arithmetic and geography, he may have a love of poetry and art, that may be turned to account. Thus I find the law of compensation exhibited even in the school-room. Many a man or woman has developed a symmetrical mind and character in after life, who in childhood seemed only "half made up."

Therefore, O teacher, be not hasty in your judgments! remember that the scope of your influence is limited; that there are chambers of the young mind which, with your parade of school-books, you have never entered; remember that the heavy-eyed lad whom you deem so obtuse may yet grow to be a man whom you will delight to honor. Be patient.—*R. I. Schoolmaster.*

Duties of Parents to Schools.

1. Parents should send their children to school constantly and (if) seasonably.
2. They should see that they are decently clothed, and cleanly in their persons.
3. They should encourage them to respect and obey the rules and requirements of the school.
4. They should encourage them to be orderly in their deportment, and studiously to regard right.
5. They should encourage them to be studious by manifesting an interest in their lessons.
6. They should have a regard for the character of the books their children read, and see that they read understandingly.
7. They should cultivate in their children habits of true politeness and courtesy.
8. Besides visiting the school and co-operating and sympathizing with the teacher, they can do much for its improvement and success, by manifesting at all proper times, and in all proper places, an interest in its welfare, and a deep solicitude for its reputation, by speaking well of the teacher and of all his judicious plans; by palliating or excusing his faults or failings (of which every teacher must be expected to have some), and by inducing their neighbors to visit the school and take an interest in its exercises, thus showing to their children, in the most convincing manner, that they feel that their present employment is an important one, and that the duties of a school are not to be regarded as of little consequence.—
(*Ohio Jour. of Ed.*)

Journal of Education, 1857, December, Vol. I, No. 10 p. 74

Education of Women and Women as Educators.

Every human being should work: no one should owe bread to any but his or her parents. So says the authoress of "Women and Work." It is a great truth, and will be a good text for a paper on the way in which women may best become Educators. Nothing is more absurdly wrong than the notion that the great mission of women to educate can be furthered only by special tuition. A woman who has learned the great practical duties of life and does them, is by force thereof, an educator: and she will well and wisely teach by her example, more forcibly even than by precept.

A practically christian woman who works hard in her vocation, be it what it may, and in some sphere of real usefulness (however humble) is pretty sure to train and teach well and wisely. Society suffers no wrong in her being a mother. Her children may not shine as great lights, but they will in the long run benefit their times, and contribute to the common weal. The children of a vain, frivolous, or idle woman will, be her talents what they may, in most cases partake of their mother's faults, and society stands in peril of them.

The great bulk of Englishwomen are trained to be married; not to be mothers. Now the best training for a mother is useful work. It is well said by Barbara Leigh Smith:

"How often dreary years of waiting for marriage might be saved by the woman doing just so much work as would keep her soul alive and her heart from stagnation, not to say corruption! We know an instance, a type of thousands. B, a young man, was engaged to M; they were both without fortunes. B worked for years to gain money enough to marry upon. M. lived as young ladies usually do—doing nothing but reading novels and 'practising.' She became nervous, hysterically ill, and at last died of consumption. B, overworked and struck with grief, became mad. I could add a score of such cases. Ask medical men the effects of idleness in women. Look into lunatic asylums, then you will be convinced that something must be done for women.

"Think of the noble capacities of a human being. Look at your daughters, your sisters, and ask if they are what they might be if their faculties had been drawn forth; if they had liberty to grow, to expand, to become what God means them to be. When you see girls and women dawdling in shops, choosing finery and talking scandal, do you not think they might have been better with some serious training?

"Do you think women are happy? Look at unmarried women of thirty-five—the prime of life. Do you know one who is healthy and happy? If you do, she is one who has found her work—"Blessed is he who has found his work, let him ask no other blessing." "My God; if I had anything to do I could bear this grief," said a girl whose lover was just dead. Another living only in her lover who was a sailor, saw a false statement in a newspaper, that he was drowned—she lost her reason instantly and never recovered it. We do not say that if she had been a medical student or a watchmaker that the grief might not have turned her brain; but most certainly she would have had a stronger and stouter reason, and some good cause to wish to live. It is a noble thing even to make good watches, and well worth living for.

"For our part, when we think of the lives of most women, how they are centred and bound up in human affection, living no life but that of love, we cannot wonder at reason going when love is lost. "Oh! that I had now what you men call the consolations of philosophy," said a woman whose heart was sorely tried. The consolations of philosophy which men have, are indeed great when philosophy means a knowledge of God's works, but not enough unless some branch of the philosophy involves work. The man who works to discover the habits of an insect, or the woman who watches the growth and means of nourishment of a polype—who *works is consoled*. I have a great respect for the young lady, who being desperately in love, and having to give up her lover, went through the first four books of Euclid that she might not think of him. But I think it must have been heavy work, and that if she had been studying to be an architect, her purpose would have been better answered. It is surprising to see girls study so much as they do, considering how constantly the idea is put before them that they must give it up some day."

There is a vast deal of practical wisdom in all this. But if, how severely it condemns our practice. Where are the parents who would deter a daughter from learning stereotyped accomplishments deemed requisite in high life, because the time was needed for teaching them to be useful, and preparing them for the work of wives? And yet this is what husbands would prefer. The time devoted to music—often too by girls who have no faculty or natural talents for music—would alone suffice to educate them in all the points which conduce to the essential comforts and welfare of married life. And yet the piano is preferred to it.

The way in which numberless girls, especially in middle and upper class life, are reared, is precisely such as to unfit them for the maternal offices of education. It is in every one's mouth that the character of children is moulded by mothers: and thus every mother is, more or less, an educator. It needs not that she *try* to be one; she cannot help it. She is the type of her offspring, the model of their virtues, or the pattern and involuntary promoter of their vices and follies. Their minds likewise are in most cases strong or feeble, well stored or sterile, as hers is cultivated or neglected.

How exceptional is the training of female minds, to read rightly. How much oftener is fashion made the arbiter of folly. And how intensely vain and silly are our female fashions! And yet by these are mothers mainly reared. The adornment of a person occupies a vast portion of their thoughts. Even this is based. Taste might be cultivated even in the study of dress. Symmetry in the outline of figure, neatness, simplicity, and the adornment of colours, are all of them useful in the education and cultivation of taste; and attention to such objects may be easily made auxiliary to the cultivation of the arts of which these are elements. But is it so? What is the result at this moment of the time

lavished on female dress? Why, that women walk about in gorgeous spectacles of contortion and outrages to all the laws of symmetry and proportion. Their bonnets so constructed as to denude the face of all covering to the face and head, giving them the appearance of the brazen audacity of the lowest members of their sex; that the rest of their dress seems to be moulded after two separate designs—one to assimilate it in every thing, save convenience and comfort, to the apparel of men—the other to make them look like extinguishers. Such slavery to the atrocious follies of fashion is so in itself a proof of the need of education in the proper sense of the term. If women were moderately endowed with an education and judgment, they would resist the rapacious dictation of milliners, and refuse to be made mountebanks of, in order to fill the pockets of those who perpetually devise new absurdities, in order to compel purchases. If women were employed this would not be so. With any kind of useful work to do, a stronger sense would infallibly grow up. There are instances of sensible, well educated women who do oppose this tide of folly, and having matured judgments and rational tastes formed by the practical discipline of their hands and hands, for without some kind of useful work, no woman can do her duty; and if she be a young woman, she is being led into fatal idleness, alike disastrous to her soul and mind, and to the welfare of all who have to do with her.

Again let us use the words of Barbara Smith:—"It is a good thing to ask ourselves daily the question, 'Have I taken my head off to-day?' Women must, as children of God, be engaged to do some work in the world. Women may not take a man for a god: they must not hold their first duty to be towards any man being.

Never, since the world began, have women stood face to face with God. Individual women have done so, but not women in general. They are beginning to do it now; the principle that Jesus laid down is beginning to be admitted. Young women begin to ask at the age of sixteen or seventeen, 'What am I created for? what use am I to be in the world?' According to the answer is the destiny of the creature.

Mothers, the responsibility lies with you: what do you say in answer? I fear it is almost always some thing to this purport—"You must marry some day. Women are made for men. Your use is to bear children; to keep your home comfortable for your husband. In marriage is the only respectable life for woman.

If a girl has a religious or an inquiring mind, she will be much dissatisfied with this answer, and say, 'But if no one ask me to marry whom I can love? or suppose I do not want to marry? Suppose my husband dies? or what am I to do all the years I have to wait for a husband? Is there nothing I can do for any body?'

The newness of the world and the vigour of young life will prevent some years from being absolutely miserable. Among the things, music, languages, drawing—'accomplishments,' in fact, fill up much of life, and stop the questionings and discontent of heart. So far as they do this, they are pernicious. In so far as they are amusements only, they are killing to the soul. It is better far to hear the voice of the hungry soul loud and crying. It is better to have the bare fact of idleness, than to be busy always doing nothing. Accomplishments, which are amusements only, do more harm than good. Do not misunderstand: 'accomplishments' may be serious studies; and may, by helping others to bear life better and giving pleasure to those who have none, be made worthy work for woman; but for this end they must be studied and with self-devotion."

They must also be kept in subjection to more directly useful pursuits. Every woman, be her rank in life what it may, should be made practically acquainted with every branch of housekeeping. She should know all the duties of every kind of household and domestic service. The more servants her husband is likely to keep, the more is this requisite. She should also be educated in the arithmetic of housekeeping and learn to be a fair accountant. To this she adds some knowledge of the common trades and how to guard against imposition, the economy resulting therefrom may be incalculable. Only yesterday the writer of this article was conversing with the land agent in a remote country town on the approaching sale of the last remnants of a family estate, owned by a man who inherited them with a princely fortune. "Ah Sir," said our informant, "it was his wife who ruined him, she had never learned the worth of money, and it was not only her ignorance of all business that brought them to this; he troubled himself about nothing, and she was cheated right and left. How different it is with Lady—she looks into everything and understands everything. The other day they wanted new cupboards and book shelves and as it was to be done by contract it was all measured and the estimate sent in. Her ladyship was not contented with it

and went through it herself and convinced the man that he had made several mistakes and could very well afford to do the work, which was considerable, at two thirds the amount he asked, and which was accordingly done. Now the first of these ladies was the wife of a lucky inheritor of a fortune in the middle class of life, and the latter the wife of a nobleman of large fortune, is herself one of the noblest and oldest families in the kingdom. Remarkably silly and low born people imagine that there is a degradation in business habits and useful labour. The wife of a tailor (an honest hard working man) was heard the other day to thank God that she was not obliged to work for her living; and a lady of no very illustrious origin was intensely disgusted with a friend who recommended her Theodosia Arabella to get a thorough knowledge of cooking, The German woman of all ranks do this. In no country in Europe is it half as necessary that we should follow their example, for doctors well know how lucrative to themselves and ruinous to our health is the dyspeptic effect of the abominable cookery which prevails here.

As says the poetess, Elizabeth Barrett Browning,—

"The honest earnest man must stand and work;
The woman also; otherwise she drops
At once below the dignity of man,
Accepting serfdom."

We do not exactly see how she accepts serfdom; but she certainly sinks in the social scale. If a woman is not reputed for something useful, she can only hope for credit for something incomparably less worthy and more perishable.

Women cannot all be Frys, Bosanquets, Chisholms, Carpenters, or Nightingales; but every individual woman, without a single exception, has it in her power to learn and to do something useful. If it be the tending the sick, teaching or learning the after duties of married life, she is walking in the right road, and falls not within the scope of our criticism. This criticism is not unkindly meant even towards those who are simply learning the routine accomplishments and following the frivolous pursuits of young lady life. We heartily long for their improvement, and if every other periodical publication professing to influence education were to devote a few pages monthly to this subject, so as to develop its details, great good might be done and many a woman rescued from the flock of butterflies who flutter uselessly in their sunny youth, utterly unprepared for the future work of life. Hence more than half of the discomforts, squabbles, and miseries of married life and the countless injuries to the children of a new generation therefrom arising.

We repeat it, we are no enemies to a rational cultivation of female accomplishments provided that the recipients have a natural capacity for them. But this ought not and need not prevent the thorough teaching of all useful things for the future mistresses of households and mothers of families.

We cannot better conclude this paper—this most unpopular and unpalatable paper—than by borrowing a little scrap of countenance from our excellent contemporary "Chambers." He is speaking of working class women, but the "intelligent reader" will discern a fitness in what he says for all sorts and classes of females—*mutatis mutandis* :—

"I would like to see working women—hand-labourers—take up their pride, and wield it with sense and courage; I would like to see them educating themselves, for education is the grand motive-power in the advancement of all classes. I do not mean mere book-learning, but that combination of mental, moral, and manual attainments, the mere longing for and appreciation of which, gives a higher tone to the whole being. And there are few conditions of life, whether it be passed at the counter, or over the needle—in the work room, or at home—where an intelligent young woman has not some opportunity of gaining instruction; little enough it may be—from a book snatched up at rare intervals, a print shop window glanced at, as she passes along the street—a silent observation and imitation of whatever seems most charming and refined in those, undoubtedly her superiors, with whom she may be thrown into contact; and though the advances to be thus made by her be small, yet, if she has a genuine desire for mental improvement, the true thirst after that which is good and beautiful—the good being always the beautiful—for its own sake, there is little fear but that it will gradually attain its end.

"There is one class, which, from its household familiarity with that above it, has perhaps more opportunities than any for this gradual self-cultivation—I mean the class of domestic servants; but these, though belonging to the ranks of women who live by hand-labour, form a body in many points so distinct, that I shall not dwell upon them here.

"All that I can ask is—something different from the usual cry of elevating the working classes—whether it be not possible to

arouse in them the desire to elevate themselves? Every growth of nature begins less in the external force applied than the vital principle asserting itself within. It is the undercurrent that helps to break up the ice; the sap, as well as the sunshine, that brings out the green leaves of spring. I doubt if any class can be really elevated, unless it has first indicated the power to raise itself; and the first thing to make it worthy of respect, is, to teach it to respect itself."—*English Journal of Education.*

How to Write a Love Letter

From Martine's Sensible Letter Writer, 1853. Nicholson Family Copy. New York, Dick and Fitzgerald.

The letters beyond all comparison the most attractive and interesting are those written in the intimate confidence excited by tender passion. The language of the heart is universal; in all countries, and with all people where there is sensibility, it is understood. It is the language of nature, charming us with its simplicity, and by its true expression of our feelings, possessing the power of commanding our sympathy. The sentiments should spring from the tenderness of heart. Any extravagant flattery should be avoided, tending to disgust those to whom it is addressed and to degrade the writers and create suspicion as to their sincerity.

Sample Letter:

Dear Allie.

Will you allow me, in a few plain and simple words, respectfully to express the sincere and esteem affection I entertain for you and to ask whether I may venture to hope that these sentiments are returned? I love you truly and earnestly and knowing you admire frankness and candor in all things I cannot think that you will take offense at this letter. Perhaps it is self flattery to think that I have any place in your regard. Should this be so the error will carry with it its own punishment for my happy dream will be over.

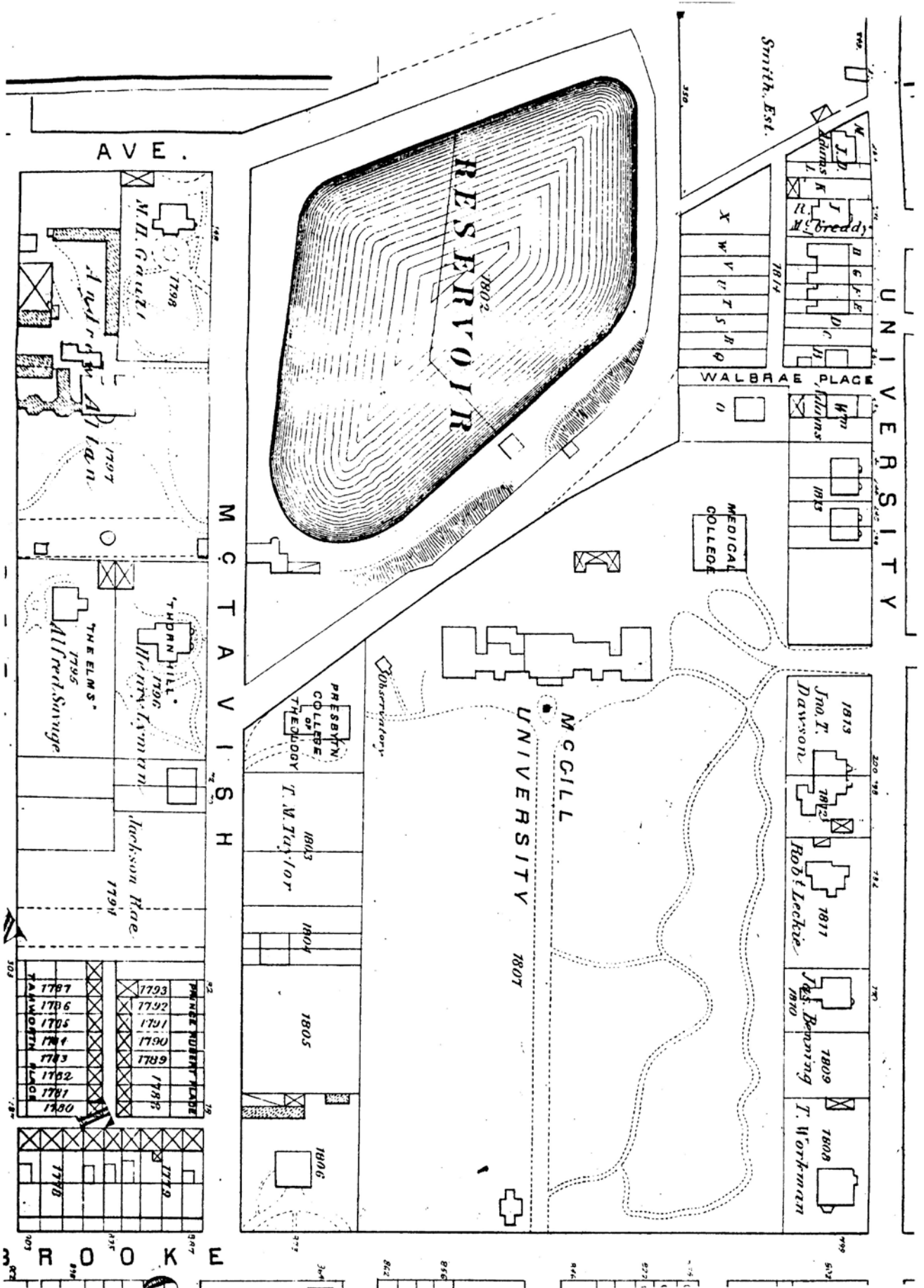
Favorable Reply:

Dear Sir. In the same spirit of frankness you have used in addressing me, I admit that among the gentlemen of my acquaintance there is none that I esteem so highly as yourself. I must, however, have time to think your letter over and to look into my own heart before I give you a more decided answer.

Adverse Reply:

Sir.

I do not, of course, feel offended by your manly and respectful letter, but am compelled to say that I cannot respond to the affection you profess for me. I look upon you and shall always look upon you as a friend, but not with that tender regard which can alone justify a young lady in receiving the addresses of an admirer



MRS. M. BLAIR DIES HAD NOTED CAREER

Past President Protestant Teachers Group Head- ed Salary Issue

Mrs. Marion A. N. Blair, past president of the Provincial Association of Protestant Teachers, a teacher at the Herbert Symonds School who led Quebec educators in their fight for higher salaries, died yesterday following a heart attack which she suffered two weeks ago.

The funeral service will be held tomorrow at five p.m. in the chapel of Jos. C. Wray & Bro., 1234 Mountain street. Burial will be in St. Andrew's Cemetery, Melbourne, Que.

Widely known for her work in connection with obtaining higher pay for teachers, Mrs. Blair was born in Richmond, Que., the daughter of Norman Nicholson and Margaret McLeod. Educated at St. Francis College and McGill Normal School, she taught for a time until her marriage to Hugh Christian Blair, who died in 1927.

She returned to teaching and rose rapidly in the ranks of the Provincial Association of Protestant Teachers, serving on many committees and then as president.

Last summer Mrs. Blair was chosen as one of the Canadian delegates to the meetings of UNESCO in Paris and brought back extensive reports on deliber-



MRS. MARION BLAIR

ations held by the body. She was elected president of the Women Teachers of the Island of Montreal and following her term in that capacity, she continued as a member of a special committee which was successful in its negotiations with the Montreal Protestant Central School Board in respect to higher teachers' wages.

Surviving Mrs. Blair are: One son, Robert William Blair, of Montreal; three daughters, Margaret C. Blair, Mrs. T. G. Wells, of Como, Que., and Mrs. J. S. Charters, Noranda, Que.; one brother, H. J. Nicholson, of Vancouver, B.C.; two sisters, Mrs. W. E. Creighton and Miss Edith S. Nicholson, both of Montreal, and two grand children.

Parental Discipline.

For many years I have observed with much interest, the modes in which parents govern their children; and I have thought that some general hints, based upon my observations, might be serviceable to fathers and mothers. I present, for their consideration, the following suggestive generalizations:

If a child be cross and peevish, scold him,—on the homœopathic principle, that “like cures like.”

If he be boisterous, reprimand him in such a manner as to make more noise than he does; by observing how others speak, he will thus be able to modify his own manner.

If he be disposed to cry at trifles, whip him; it will bring the disorder to a crisis.

If he be dull of intellect, tell him he is a “fool,” a “scamp,” a “blockhead,” or a “ninny;”—praise is a great encouragement.

If he lack self-respect, announce to him, emphatically, that he is a “good-for-nothing fellow,” or a “little rascal,” or “scoundrel;” it will help him to place a just estimate on his own character.

If he be indolent, permit him to rove about at pleasure; it will give him a knowledge of the world; and assign him no disagreeable task, lest he become incorrigibly disgusted with all labor.

If he indulge in coarse language, accustom him to the use of elegant expressions, by politely requesting him to “shut up his head,” or “stop his noise,” or “clear out,” *et cetera ad infinitum*; the experience of numberless parents testifies to the efficacy of this method.

If he be naturally timid, confine him in a dark closet, or threaten to put him down cellar, or discourse to him about the “old man,” or “bears,” or “ghosts;” the remedy will produce its effect.

If he be disobedient, be sure to compel him to obey *occasionally*, inasmuch as he has the privilege of doing generally as he pleases.

If he manifest a selfish spirit, forbid his giving away any of his “things” to his playmates; and when an extra eatable has been bestowed on him, direct him not to let his brothers and sisters see it; this will lead him to compare his own with others’ interests.

If he be prone to pilfering, suffer him to explore every box and jar, in closet and pantry, to appropriate to his use every thing that falls in his way, without being questioned as to where it was obtained: satiety may remove excessive desire.

If he be untruthful, assure him that the very next time he tells a falsehood, you will certainly “cut off his ears,” or “take every particle of his skin off;” or promise him, conditionally, a cake or a cuffing, sugar or a shaking, a whip or a whipping; and then forget or disregard your promise: example has a potent influence.

If, in fine, he exhibits, as years increase, a want of high aspirations in life, and but a feeble consciousness of his duties to God and man, affectionately and impressively inform him that you *expect* he will “come to the house of correction,” or “the State prison,” or “the gallows,” and you will have done all you can to ——— RUIN HIM.—*Massachusetts Teacher.*

Duties of Parents to Schools.

1. Parents should send their children to school constantly and (1) seasonably.
2. They should see that they are decently clothed, and clean in their persons.
3. They should encourage them to respect and obey the rules and requirements of the school.
4. They should encourage them to be orderly in their deportment, and studiously to regard right.
5. They should encourage them to be studious by manifesting an interest in their lessons.
6. They should have a regard for the character of the books their children read, and see that they read understandingly.
7. They should cultivate in their children habits of true politeness and courtesy.
8. Besides visiting the school and co-operating and sympathizing with the teacher, they can do much for its improvement and success, by manifesting at all proper times, and in all proper places, an interest in its welfare, and a deep solicitude for its reputation; by speaking well of the teacher and of all his judicious plans; by palliating or excusing his faults or failings (of which every teacher must be expected to have some), and by inducing their neighbors to visit the school and take an interest in its exercises, thus showing to their children, in the most convincing manner, that they feel that their present employment is an important one, and that the duties of a school are not to be regarded as of little consequence.—
(*Ohio Jour. of Ed.*)

Questions for the Self-Examination of Teachers.

1. Have I been strictly truthful in thought, word, and deed ?
2. Has my heart been in my work ?
3. Have I been uniformly pleasant in manner ?
4. Have I been uniformly affectionate in feeling ?
5. Have I been sufficiently calm and self-possessed ?
6. Have I exercised sufficient patience and perseverance ?
7. Have I governed with firmness and decision ?
8. Have I been serious and earnest ?
9. Have I talked too much or too little ?
10. Have I endeavored to be conscientious and just ?
11. Have I been duly sensible of my responsibility ?
12. Did I begin the work to-day in the right spirit ?
13. Were my scholars punctual to-day.
14. Have I tried to interest parents in the punctuality of their children ?
15. Do the scholars improve in this respect ?
16. Are my scholars regular in their attendance ?
17. Do they absent themselves without good cause ?
18. Can I not make absence disreputable ?
19. Have my scholars been studious to-day ?
20. Do I make the scholars feel that idleness is wrong ?
21. What have I done to create a love for study ?
22. Has the school been orderly and quiet to-day ?
23. Have I governed by the right motives ?
24. Have I instructed the scholars in good manners ?
25. Have I given the scholars proper exercise ?
26. Have I carefully regulated the temperature and ventilation ?
27. Have I made the school-room pleasant ?
28. Have I insisted on neat and cleanly habits in my pupils ?
29. Is the school supplied with apparatus, &c. ?
30. Do I see that children do not injure the house or their books ?
31. Have I been a good example for my pupils ?—*Mass. Teacher.*

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BY T. T. LYON.

To commence at the inception of the school: It should not be sufficient, as is too often the case, that the person to be employed shall have been examined by the School Inspectors and found qualified. Their examinations are necessarily extremely limited, in range as well as in depth, and are therefore sometimes faulty in result. Perhaps the *most important quality*, that of government, is entirely beyond their reach except by actual trial, while the question of moral character in a stranger is necessarily dependent upon credentials, which, (and I say it with all due consideration for the difficulties of the case) cannot be too rigidly scanned; as any moral taint or vicious habit in a teacher must to a greater or less extent prejudice the character of his pupils.

Parents therefore should see to it that the teacher, as far as possible, embodies the qualities they would have impressed upon the character of their children; and when once employed no pupil should ever be led to doubt his ability to do all that should be expected of him.

It should be always remembered that you have put the teacher instead of yourself, and that he has, in his six or seven hours per day, the same authority over the pupils that you yourself exercise at home, and that you cannot for the pending time nullify or recall that authority. Your sceptre is, by our laws, made potent up to the limit of the school grounds. Once over that line during school hours the child becomes a pupil and is beyond your authority.

And yet as your representative in the school room he is doubtless under obligation to consider your wishes and yield to them, just so far as in his judgment is consistent with the highest good of all concerned. This relation naturally indicates the propriety of mutual forbearance and of the utmost consideration for each others feelings, and the great advantage of a practical carrying out of the "Golden Rule" cannot but be obvious to all.

In order to assure ourselves that our ordinary business is properly done we are in the habit of watching narrowly the management of such parts as we commit to the hands of others. If we hire a man to build a house we scan closely the quality of the material employed, and also the manner of putting together, and every step of the process from the cellar to the garret is sedulously watched in order that when finished it may be thoroughly done and well adapted to the purpose intended.

We should remember that a mistake in the finishing or adaptation of a building can be remedied, while an error in our education is the error of a lifetime, and is almost if not altogether beyond remedy. It is a well known fact that a school is usually successful just in proportion to the interest manifested by the patrons.

Another duty the parent owes to both teacher and pupil is to furnish for the school a suitable building with appropriate surroundings. The mind is so constituted by its good Author, that Chameleon like, it takes its hue to some extent from contiguous objects, and especially is the plastic mind of the child influenced by the character of the place where he is required to spend so many of his juvenile hours. We *recognize* this fact at home, and therefore our residences are surrounded with trees, shrubs, plants, flowers, &c.; and our children learn to respect and love them. Our dwellings are also adorned with works of art and a variety of objects

pleasant to the eye and elevating to the taste and they learn to demean themselves appropriately to the place. But it is urged forsooth, that the school house is the place where juvenile humanity runs wild and that to attempt to surround it with pleasing objects would be only "casting pearls before swine," that such things would be demolished by the children in the mere wantonness of sport.

Men know how to adapt their manners to the place. Children do the same thing almost by intuition. At home they are taught to seek an appropriate place if they wish for a romp by way of giving vent to the exuberant spirits of childhood, and the appositeness of employment to place soon becomes as obvious to them as to older persons.

Let the people build school houses such as school houses should be, and fit them up with appropriate and convenient surroundings, such as any man of taste would consider indispensable at home, then say to the teacher it is your business to see that this is not damaged, and you will be sustained in so doing, and my word for it, there would be but one voice from the teachers of the land, "we will do it."

Were I to have a model school house in which to keep a model school, I would have it strictly plain but neat and tasteful, both without and within—surrounded by grounds carefully laid out, planted with trees and shrubbery and well fenced. The steps should be provided with scrapers. The aisles, at least, of the school rooms should be furnished with water and the necessary fixtures to secure cleanliness. Every pupil should be required to be strictly neat and decorous in dress and behaviour. All play (except perhaps in winter the more quiet kinds) should be consigned to the play grounds or places expressly intended for that purpose. In short my scholars should deport themselves with the same decorum in the school room *at all times*, that I would consider necessary to good manners in my parlor.

After providing a teacher and an appropriate house, the next duty of the parent is to consult with the *teacher*—not the *pupil*—to determine what studies the child shall pursue, and to furnish such books as may be needed. And here permit me to remark that when the teacher has been informed by the parent what length of time will be allowed the child to acquire an education, it should be the duty of the teacher, not the parent, to determine his course and order of studies.

The next duty of the parent is to see that his child is not detained from school except for the most weighty reasons, and furthermore that he is there regularly and in season.

Regularity and punctuality are two indispensable requisites of a good education, and if steadily insisted on both at home and at school the habit will hardly be forgotten in future life.

And lastly, it should be the parent's duty to see that the child is sent to the school room cleanly and appropriately dressed. And here let me not be misunderstood. There is a magic in appropriateness that all will at once perceive. We are accustomed to dress according to our employment. So in the school room where the sexes meet—and where the business should be preeminently methodical, regular, and quiet, the dress should be neat and clean—let it be *patched* to the last degree if necessary—but still, *whole* and above all, *clean*, and in order to enforce cleanliness, let the teacher be furnished with the needful room, with water and soap and whatever else may become necessary to secure this object.—*Idem*.

Rules for Home Education.

The following rules we commend to all our patrons and friends, for their excellence, brevity, and practical utility. They are worthy of being printed in letters of gold, and of being placed in a conspicuous place in every household. It is lamentable to contemplate the mischief, misery and ruin which are the legitimate fruit of those deficiencies which are pointed out in the rules to which we have reference. Let every parent and guardian read, ponder and inwardly digest :—

1. From your children's earliest infancy, inculcate the necessity of instant obedience.
2. Unite firmness with gentleness. Let your children always understand that you mean what you say.
3. Never promise them anything unless you are quite sure you can give them what you say.
4. If you tell a child to do something, show him how to do it, and see that it is done.
5. Always punish your children for wilfully disobeying you, but never punish them in anger.
6. Never let them perceive that they vex you or make you lose your self-command.
7. If they give way to petulance or ill-temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.
8. Remember that a little present punishment, when occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.
9. Never give your children anything because they cry for it.
10. On no account allow them to do at one time what you have forbidden, under the same circumstances, at another.
11. Teach them that the only sure and easy way to appear good is to be good.
12. Accustom them to make their little recitals with perfect truth.
13. Never allow of tale-bearing.
14. Teach them self-denial, not self-indulgence, of an angry and resentful spirit.

If these rules are reduced to practice—daily practice—by parents and guardians, how much misery would be prevented, how many in danger of ruin would be saved, how largely would the happiness of a thousand domestic circles, be augmented. It is lamentable to see how extensive is paternal neglect, and to witness the bad and dreadful consequences in the ruin of thousands.

School Furniture.

The interior distribution and the nature of the furniture of a school-house are of such importance that on these two points alone, depend not only the advancement of the children in a great measure, but also their health and consequently their very existence.

If parents were only to reflect, notwithstanding the value they attach to the education of their children, they would still consider it too dearly bought, if paid for at the expense of their lives. It is, however, unfortunately too frequently the case, not only in a great number of our common schools, but also in some of the colleges and academies that the children are shut up in narrow close classes and dormitories, heated to excess, while the passages and corridors are left without any heat whatever. Again, it is evident that the small size of the class rooms, the low ceilings, the absolute want of all proportion compared with the number of pupils that frequent them, together with the absence of all means of ventilation, necessarily obliges the teacher to open the windows, which, whatever may be the state of the exterior atmosphere, but more especially in bad weather, must cause too sudden a change in the heat of the room, and which though perhaps unfelt by those who have been accustomed, by exercise, to all degrees of heat and cold, must prove detrimental, if not fatal, to children of feeble health and constitution.

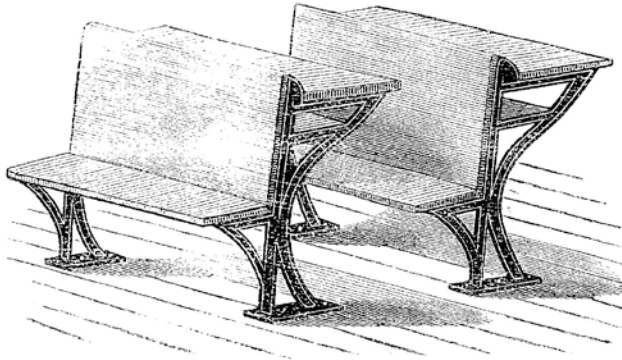


Fig. 1.

It is evident that the cause of this evil arises from the defective distribution and interior arrangements of the classes in the schools. The first thing remarked by a stranger in visiting, not only the common schools, but also some of the colleges and academies, in Lower Canada, is the defective construction of the seats and forms, which, having no backs, prove a continual source of inconvenience and even pain to the pupils.

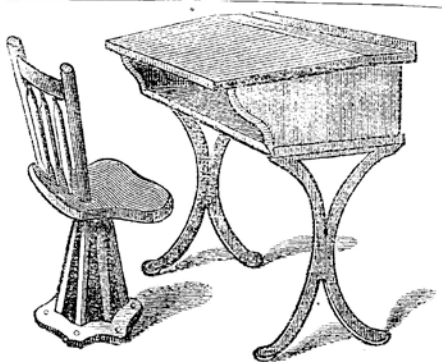


Fig. 4.

The teacher sits in his chair, or perhaps in a comfortable arm chair, but let him only attempt to sit for any length of time on a form without a back, during the whole time of his teaching the class, and he will soon find out whether the uncomfortableness of his position, and the weariness consequent upon it, will not affect both his body and mind, and unfit him for the task he has to perform. The teacher should not therefore be astonished, or give way to anger, when he sees a poor child nailed as it were to a form, bound to remain in such a forced position, begin to swing his body backward and forward, and attempt by every possible means to seek relief, sometimes with his hands behind his back, sometimes kicking about with his feet, thus, withdrawing the attention of his schoolfellows from their lessons, and frequently bringing punishment on himself.

The bench or form without any back to it, is sometimes placed in the middle of the floor, and at times without either table or desk. In the latter instance, the children frequently draw their benches near the wall or partition for the purpose of obtaining a more easy position; this of itself proves the necessity of having backs to forms and all other kinds of seats. It were needless to mention how very uncomfortable and even painful must be the position of a child sitting on a bench in the middle of a school room: The wall or partition being necessarily perpendicular, can scarcely be considered as a back, and can give but very insufficient support to the spine. The pupil must naturally

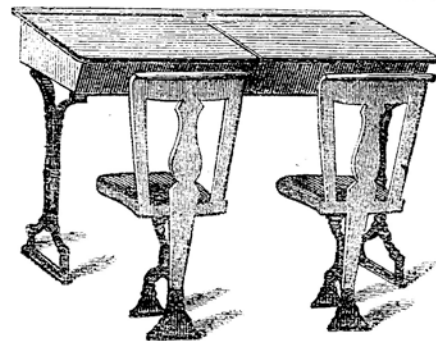


Fig. 2.

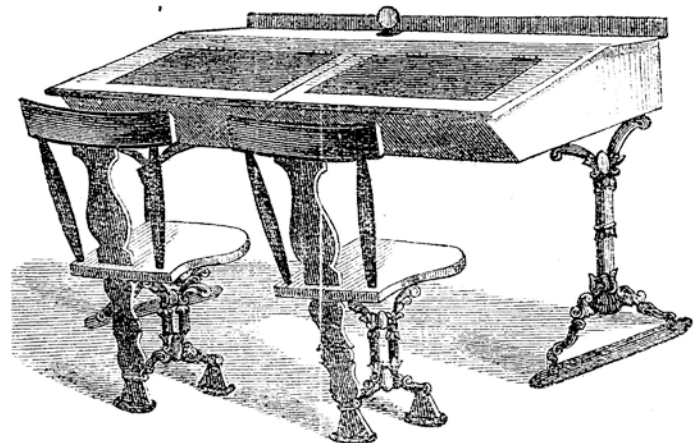


Fig. 3.

lean forward supporting his elbows on his knees, and his head in his hands, inclining either to the right or to the left; and sometimes one or two of the pupils who have pre-arranged their plans, will perhaps, unperceived by the others, draw the form from the wall, thus causing the fall of one or two of the children, or even of the whole form.

If the form is near a table or desk, the pupil will lean on them, and thus continually remain in an ungainly and unhealthy posture affecting his lungs, and capable of producing on feeble constitutions, weakness and distortion of the spine. (1).

Many young persons, when leaving their schools or colleges, are high shouldered on one side, which can only be attributed to this cause, and several physicians of high standing in their profession, have assured us that in their opinion, to this may be also partly attributed the progressive increase of consumption, in this country.

In the United States, throughout the greater part of Upper Canada, and in the Normal schools in Lower Ca-

ada, desks and seats, made after a plan intended to remedy all the evil tendencies above enumerated, are now in general use; and we think that we cannot do better than to transfer our pages, for the benefit of our readers, the wood cuts which we have had copied from those in the excellent work, by Mr. Barnard, on *School Architecture*.

The high price of these desks and seats may, in some instances be objected to, but those made after the design of the first model may be had at a very reasonable price, especially if, instead of the iron supports for the seats, a block of wood be substituted, care however being taken, to have them well fastened to the floor.

The backs of these seats, will, according to this design,

(1) Horace Greely, Esquire, the celebrated editor of the *New York Tribune* goes even farther; he pretends that we should not lean forward when writing, and that the table or desk on which we write should be as high as the chest; he attributes the excellent health which he now enjoys, notwithstanding the arduous nature of his occupation, to the habit that he contracted when young, of writing at a high desk. We not only heard him make this remark of himself, but we also saw him when delivering a lecture at the Mechanic's Institute, at a high desk, which had certainly a most singular effect.

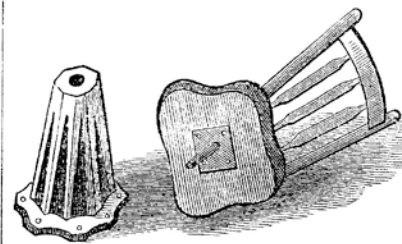
form the supports for the desks of the ranges next behind them, and are particularly adapted for elementary schools. The seats should be so made as to allow the feet of the pupil to touch the floor, and that his leg and thigh be kept in a rectangular position. The back of the seat should also have the inclination necessary to allow the pupil to lean back while in the position above indicated. The seats and desks should be arranged in amphitheatral form, the lowest seats

nearest the teacher, gradually increasing in height to the last row. In elementary classes the height of the seats should vary in the manner above mentioned, from 9½ to 17 inches.

The next wood cut represents a double desk with two seats fixed on iron supports. Instead of a plain slope for the pupil to place his books, &c. on, there is a desk. This second cut represents as nearly as possible, the seats and desks used in our normal schools, which have, however, an immoveable inkstand fixed in the front, as represented by figure 3. In the model school the pupils have neither drawer nor desk,

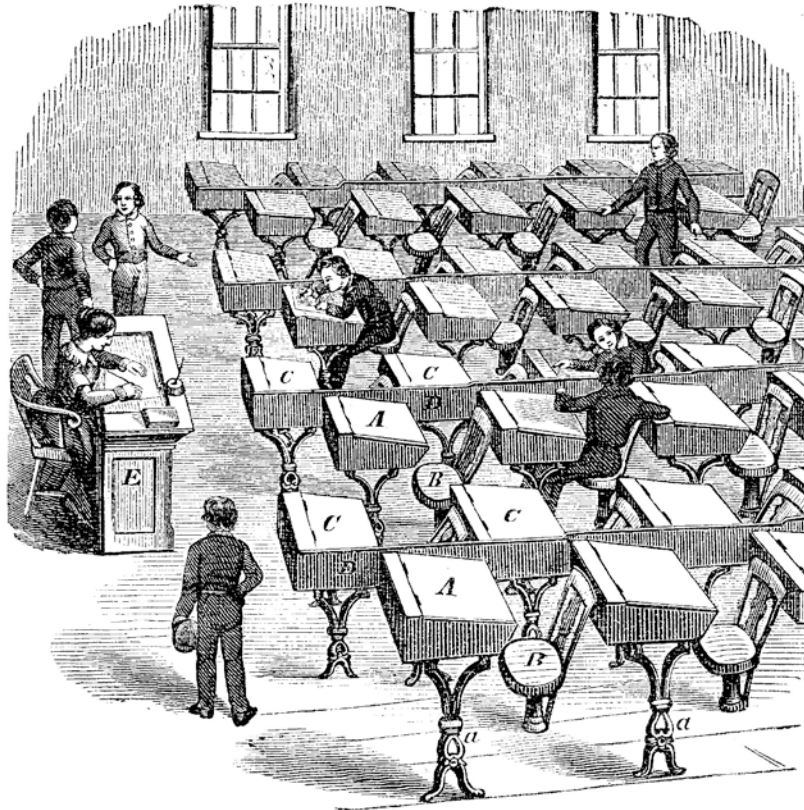
but a board underneath to hold their slates and books. Some professors are averse to using desks that open perpendicularly, as shewn by Nos. 2 and 3, because when lifted, they hide the pupil from their view, who frequently takes this opportunity of amusing himself and neighbours; for this reason they prefer those represented by No. 4.

The next wood cut represents the moveable seat of chair

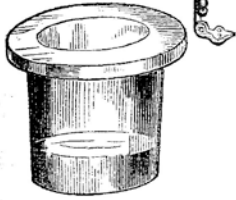


No. 4. It is fixed on a pivot of wrought Iron, three quarters of an inch in diameter and three inches long, surrounded by a band of leather to prevent creaking; the chair turns with ease and can be easily removed when required for the purpose of washing the school room.

The fixed inkstand, as shewn in figure No. 3, should also be added to all school desks. There is nothing so troublesome, or from carelessness so frequently a cause of quarrel, as the kind of inkstand generally brought to the schools by



the pupils, which, placed as they generally are, upon an inclined desk, scarcely ever fail to spill, or fall and be broken. The general use of fixed inkstands, would save much trouble and inconvenience to teachers and to the scholars, many little quarrels and frequently punishments. The inkstand is covered, to prevent the ink from evaporating and also from receiving any dust or dirt.



The seats should be placed so as to face the teacher, and also, they should not front any of the principal windows of the school room. On reference to the following wood cut, representing a common school in Massachusetts, the importance of this advice will be readily understood. It will be perceived that there is a desk and chair for each scholar, which is certainly preferable, when the means of an institution will permit it. These seats are placed alternately, at right angles. The scholars are thus less exposed to amuse themselves during school hours either by conversing with each other, or by playing those little tricks which cause so much disturbance and are so subversive of school discipline. The rows of seats are separated by a division board running the whole length of the school; but if this arrangement permits the teacher to pass along the several rows of desks, without incurring the risk of upsetting the inkstands or deranging the books of the pupils, it presents one great disadvantage, that it greatly cramps their position while writing. We are of opinion that for some time yet, the double desks, as shewn in figure No. 2, will be found sufficient, and that the *bench-desks* as shewn in figure No. 1, will answer for schools with smaller means at their disposal. The cost of the double desk with two seats supported on iron, and a fixed inkstand, such as used in the Normal schools, is six dollars. They could no doubt be made cheaper if more generally used in Lower Canada; and we feel assured that if some, among the many ingenious mechanics to be found in our country parishes were to undertake to copy the models we have given in this number of our journal, using cheaper materials, they would be found so beneficial and so cheap that they would be taken into general use. The seats and desks of the Montreal Normal schools were made by Mr. William Allan, St. Gabriel Locks, Lachine Canal, and those for the Laval Normal school, Quebec, by Messrs. Peters.

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Success attributable to love of occupation.

The great difference which we perceive in the success of people, depends almost entirely upon the earnestness with which they pursue their industrial callings. And that earnestness depends again upon the love for and engrossment by the pursuit in which they are engaged. It is a bad sign when a man is forever lamenting the difficulties of his avocation and wishing he were in any other business than that which, for the time being, demands his attention.

Those who expect to find any pursuit which is free from difficulties, are grossly mistaken. Every occupation, prosecuted to success, involves the overcoming of many obstacles, and the surmounting of many impediments. When we fancy that one particular business possesses all the discouragements, and that the avocations of others are all pleasant and easy, we only exhibit the narrowness of our minds and the feebleness of our observation.

We observe a mechanic working with great ease in his department of handicraft, and rapidly producing the most beautiful forms from the rudest material. His work looks easy. But, who does not know that year after year of severe application and practice were requisite to prepare for such speedy and beautiful execution. The lawyer addresses a jury upon a vast collection of facts, and with surpassing eloquence strips the sophistries away which have been artfully woven by the opposite counsel. Everybody admires the skill with which this is done, and those who have not made the attempt think it easy to imitate it. But let them try, and they would discover that years of close study and much logical culture were necessary in order that the effect might be produced.

So it is in every occupation. Ease, skill, and grace in labor come only from repeated struggles, and after many failures. We feel the difficulties in our own pursuits, but in the pursuits of others we only witness the dexterity which the operator manifests. Hence we misjudge and magnify the vexations and difficulties of our own avocations. But whenever we get into this state of mind, we may be sure that we are leaving the path which leads to the goal of success. It shows that we do not love our occupation; that we are not sufficiently engrossed by it to deserve or command success.

To the young, a love of the pursuit in which they are engaged, is invaluable. The moment they possess this every obstacle diminishes in magnitude and power, until it becomes a pleasure to attack and overcome them. But when young men go through their daily tasks simply because they feel they must execute them, their avocation becomes dull and tedious, and they do not properly perform their tasks. A boy in a store who does just as much as he is told to do, and not even that when he can shirk part of it, will never make a good business man. He never satisfies his employers, never gets half the wages that he might, and by his dilatory and shiftless method of doing his work, makes his task twice as arduous as it would otherwise be.

So it is with the man who is prosecuting business on his own account. If he defers it to his pleasures or recreations, his business becomes annoying and tiresome. He loses customers and grows careless. As his business decreases he becomes more and more disaffected, and finally retires a bankrupt and in disgust with his avocation. There is no remedy for this state of things but the cultivation of a taste amounting to a passion, for the occupation which we pursue for a livelihood. And parents should be extremely careful, when selecting pursuits for their sons, to see that those pursuits are in accordance with the natural affinities of those sons. Otherwise they may squander away their time through a languid minority, and on attaining full age they find themselves incapable of any effective exertion.

The men who succeed in the world are those who are engrossed in their business from the love which they bear to it. Labor to them is not distasteful. It is pleasurable, and constitutes their business a sort of relaxation. They need no recreation, because their business is in harmony with their inclinations. What were difficulties once are now so easily and rapidly surmounted that they forget their avocation ever presented any unpleasant obstacles. And such people do not have half the hard work in the world which is the lot of those who are restive in their occupations. The latter have not only physical difficulties, but mental aversions to overcome, and these last fatigue and depress to a much greater extent than mere physical labor.—*Hunt's Merchants' Magazine.*

The Model Scholar.

A Word to the Boys and Girls of our Common Schools.

A word in your ears, boys and girls. There are many thousands of you scattered among the hills and valleys of the old Granite State, and gladly would I whisper what I have to say in the ears of you all. Perhaps your teachers, if they think it of sufficient importance, will take the trouble to read it to you, that you may all hear it. Now some of you are strangers to me and some are not, but that shall make no difference. You are scholars in our schools, those little nurseries where many, whom the world now honors as great and good, spent the happy hours of their boyhood and girlhood, and sowed the seeds of their present renown and heart-worth. I think I speak not vain words when I say, I love scholars and feel a deep interest in their present and future welfare—when I call myself their fast friend. I see in them germs which, with proper care and culture, will by and by open to beautiful blossoms diffusing all about them a hallowed, life-giving fragrance to make glad the great garden of the world. I know very well how much each needs this kindly care and nurture in the morning of life that these germs in their unfolding may all along woo the very sunshine of happiness to their hearts, and shower precious blessings upon the heads of others, and therefore would I extend to each a friendly hand to lead them in wisdom's pleasant ways, and do what I can to give loveliness of character to each bursting bud of promise. Thus would I prove myself their friend. Now, I dare say, we should all become good friends very soon, if we could become personally acquainted with each other. But since that cannot be, most of us must be contented with imagining ourselves *unseen* friends. As such, then, let us gather together for a little friendly intercourse. We will suppose school is done for the day, we have finished our usual "chores," and the evening is before us for our own quiet enjoyment. It is dark and wintry without, but within there is a bright fire glowing in the grate, and our apartment is the very picture of comfort and cheerfulness. So with happy hearts we will gather about the hearthstone, for the evening's entertainment.

Well, here we all are, a gladsome company. You have come at my request and, of course, it belongs to me to state the specific object of this friendly gathering. This I shall now do. It is this. I wish to tell you some of the characteristics or marks of a *model scholar*, such as I shall suppose you each have a desire to be. Are you all ready to hear? Well, then, to begin.

1. *The model scholar loves his school.* It is no irksome task for him to go there. He needs no persuasion, no compulsion. As often as the morning comes, with his little bundle of books, a glad heart and a light step he bounds away to meet his loved teacher and playmates. The very sight of the old school house down by the brook, or on the quiet hillside, thrills him with joy. No matter how shabby it is in its external appearance or how inconvenient within—some of you know there are poor school-houses, disgraceful school-houses—it is still a pleasant spot. He may wish it were nice and comfortable, with a good play-ground and beautiful shade-trees, but he does not let this prevent him from loving to go there, nor from making the most of its precious privileges. He has a noble end in view which he cannot accomplish so well anywhere else, and this it is that hallows in his affections every nook and corner, and makes him delight to be there.

2. *The model scholar is always punctual.* He shrinks from the very thought of being absent and tardy. Nothing but circumstances beyond his control will ever hinder him from being in his place at the appointed time. The thousand and one excuses some are always pleading to justify tardiness and absence, are powerless with him. He loves play, he loves visiting, but each in its own time. He never will intrude them on the sacred hours of the school. He knows that these things break up system and order, and make sad havoc with lessons, and he makes it a matter of principle not to be guilty of them. He will not take means to rob his mind of good for the sake of gratifying unseasonable inclinations to seek his own pleasure.

3. *The model scholar is always obedient.* He willingly and cheerfully complies with all the requisitions of his teacher. He ever strives to anticipate his wishes, and show himself worthy of his love and confidence. He does not do so merely because disobedience will be punished, but because it is right—because it is for the good of the school—because it is necessary to his own happiness. Here also he acts from principle and will not swerve from the straight path it marks out.

4. *The model scholar is a lover of good order.* He does not love a noisy school-room. He will not himself be guilty knowingly of disorder, but always and every where by word and look discourages it. He knows that quietness is essential to complete success in study and the exercises of recitation; and cooperates with his teacher at all times in order to secure it. He carefully refrains from making unnecessary noise in shutting doors, in walking across the school-room, in moving his feet when in his seat, in handling books, paper and pencils, in using the lips in study. He scrupulously abstains from whispering and all kinds of communication. He does it conscientiously, knowing that all these things are wrong, inasmuch as they tend directly to defeat the very end for which he goes to school.

5. *The model scholar is always diligent.* He never forgets the object he proposes to accomplish, namely, the unfolding and disciplining of the mental powers, and storing up of useful knowledge. He has a worthy end in view and a noble ambition to attain it. He wishes to fit himself to make his mark in the world and show himself a true man among men, and he is determined to lose no golden opportunity for securing such a result. This stimulates him to be ever studious and attentive to the work given him to do. He has no time nor disposition to look around him to see what others are about, to attract their attention, or heed the various temptations they may throw in his way. He feels he is at work for himself and will let nothing hinder his success.

6. *The model scholar always does his work well.* His motto is,—Whatever is worth doing at all, is worth doing well. This leads him to be thorough in the preparation of his lessons. It is a source of grief to him to go to his recitation poorly prepared. He never will do it unless circumstances he cannot control, compel him. He is not satisfied with surface work. His earnest desire is, so fully to understand the truth taught in his daily lessons, that it shall become permanently his own—an essential part of his own mind. This makes him wholly alive and attentive in the class to all the questionings, illustrations and suggestions of his teacher, that he may catch every new idea, and add it to his mental store.

7. *The model scholar is always honest in his work.* He is honest with himself and with his teacher. He does not wish to wear the name of doing well unless he actually does well. Yet he desires to do well, and wishes others to give him credit for it—but not at the price of deception. If by chance he has a poor lesson he has too much honor to attempt to patch it up and palm it off for a good one by slyly glancing at his book and reading it. He will let merit alone decide whether he stand or fall.

Thus, my young friends, I have tried to tell you briefly what I consider the prominent characteristics of a *model scholar*. Now, what do you think about it? Is all this true, or not? If you saw one evidently possessing all these characteristics, would you not feel confident in asserting that such an one was a *model scholar*? Let all that think so raise their hands. Yes, just as I thought, every hand is up! It is so. I think no one will dispute it. Well now, I have only to say, if every scholar in every school in the Land should come up to this standard, as far as scholars are concerned every school certainly would be a *model school*. Have you, every one of you, reached this standard? are you striving daily to reach it? Thanking you now for your kind attention, and expressing the hope that you all may be stimulated to become such already, and thus make your schools all that teachers, parents and friends could wish, I shall bid you each "good night," feeling confident that if one is led to make new resolutions, and put forth more earnest and persevering efforts in the future, in consequence of this friendly evening gathering, our time has not been wholly spent in vain.

N. F. C.

(N. Hampshire Journal of Education.)

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The true Teacher, forever a Student.

No reform is more needed in our schools than the introduction of the custom generally among teachers, of studying the lessons they are to teach. Were we called upon to indicate the causes which most generally lead to the failures either in the instruction or government of the common schools, we would point to the neglect of teachers to learn their lessons as the most prominent and pernicious of them all.

It is but a small part of the teacher's business to look upon the text book and note whether a pupil has recited the lesson as it is printed there. If this is all then any one may teach who can read. And yet we may well fear whether there are not multitudes of professed teachers who do no more than this. We have ourselves heard men of competent learning, even college bred, go through recitation after recitation, reading the questions placed at the bottom of the page and then following with the eye the words in the book while the pupils repeated the answer, merely correcting them when a word was missed. Whatever this process may be called, it certainly is not teaching.

The teacher should know his lesson before hand. No previously acquired knowledge of the subject is sufficient; he should know the very lesson in the text book used by the pupils. There they have gained their ideas of the subject, and all teaching to be profitable to them must be based upon the very lesson they have learned; all explanations and illustrations must in some way spring from that and cluster around it. Associated thus with that, the teacher's explanations will be remembered, or easily recalled; but otherwise they will be often misunderstood and quickly forgotten.

Nor will a previous familiarity with the text book be sufficient. Nothing short of such present knowledge of the lesson as will permit the teacher to go through the recitation with his text book closed, can enable him to teach with the highest success. Memory is treacherous and knowledge fades away. The lesson learned a year ago cannot be fresh in mind to day. No mechanic would be employed to do a delicate piece of work if it were known that he had not sharpened his tools since last year, especially if they had lain for months exposed to rust. Lessons are the teacher's tools and used to be sharpened by daily study.

The teacher who does not learn his lesson before hand must study it during the recitation. Having asked the question which he finds at the bottom of the page he must look through the wilderness of course and fine print to find the answer; he must dwell upon that answer till he understands it. This may require him to read half a page of context and notes in fine print, or if it be a lesson in geography he must often search the map till he finds the place he has asked for. And while his time and energies are thus occupied how much of teaching can he do?

The pupils become inattentive, and learn to despise a teacher who knows so little of his business.

Nor are the class before him the only ones injured by this loss of the teacher's ever present attention. The whole school speedily learns that the teacher's eyes and thoughts are engrossed with a lesson. The temptation is too strong to be resisted; the spirit of fun and mischief triumphs and the teacher is recalled to consciousness by the suppressed titter or loud whispers, pervading the school. The difficulty of his herculean task becomes greatly increased.—There, on the one hand, is his lesson demanding for its completion the sharpest use of eyes and thoughts, and on the other, there is a school of noisy children needing to be watched every instant as the only price of peace. Who wonders that, under such conditions so many teachers fail entirely, while others retire disgusted with the drudgery of school teaching, a drudgery caused largely by this neglect of all daily preparation for their duties?

Let the teacher study thoroughly the lessons he is to hear each day, and his task becomes light and pleasant. His eyes and mind are free. The classes feel the inspiration of his presence, his eye resting upon them and not upon his book holds them to a steady, active attention, while his ready and speaking glance sweeping over the school at the slightest indication of disorder, removes at once all opportunity and all temptation to mischief. The difference between the teacher who prepares his lessons and the one who makes no preparation is the difference between a teacher who spends his whole time with his school and one who is compelled to be absent a half or more of his time; for his bodily presence is of little account while the eye and soul are away.

Does any teacher object to this imposition of extra labor—these hours of daily study. Let him remember it is a part of his business and the fixed condition of success. The best teachers in the land, professors in colleges and others, have even done it. Nor will it add so much to the teacher's labors as many may imagine. It will greatly lighten the toils of the school room by removing his needful study from the already taxed hours of teaching, to a quiet evening hour. It will certainly increase the hours of his daily labor, but it will vastly lighten their burden. And the reward more than equals the toil. No position in life is so favorable to intellectual culture as that of the teacher. Let him be a student as well as a teacher, and all the colleges of earth can offer him no such advantage as he may find in his own school room, for the thorough acquisition of knowledge and intellectual power.

If it be urged that the multiplicity of studies and classes in our common schools renders this study of all the lessons by the teacher an impossibility, we reply, if the duties of the common school teacher are so numerous and burdensome, so much the more need that he should not go to them without due preparation. Five or ten minutes spent upon a lesson would often enable the teacher to save twice that time to the class and school and render an otherwise farcical exercise a true teaching. If time absolutely fails and some lesson, the Geography lesson for example, remains unstudied let some best prepared pupil in the class be called upon to ask the questions and the teacher hold his mind free to listen, to give explanations and preserve order.

A reform so necessary cannot long be delayed. The time will come when he who will not study shall not teach; when parents and school officers will care less for the inspector's certificate than for the fresh qualifications for his task which their teacher acquires by his daily study, and when (we may add) it will be counted no loss to give the teacher one or even two hours of the six for his own preparations rather than have him come all unprovided to his mighty and glorious work.—*Michigan Journal of Education.*

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VISIT YOUR SCHOOLS.—You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, geography is tedious, arithmetic is a bore, reading is horrid, writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, and in what they excel. See who sits next to them in the school-room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but be interested in them, and then you cannot possibly avoid talking of them. Making these matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means, then visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off.—*Agriculturist*.

THE CROOKED TREE.—A child, when asked why a certain tree grew crooked, replied: "Somebody trod on it, I suppose, when it was a little fellow." How painfully suggestive is that answer! How many, with aching hearts, can remember the days of their childhood, when they were the victims of indiscreet repression, rather than the happy objects of some kind direction and culture! The effects of such misguided discipline have been apparent in their history and character, and by no process of human devising can the wrong be now rectified. The grand error in their education consisted in a system of rigid restraints, without corresponding efforts to develop, cultivate, and train in a right direction.—*Godley's Lady's Book*.

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