

She went direct to the principal. "That teacher," said he, "is the daughter of the richest man in the village, and teaches school only because she wants to. She has had every opportunity for study and travel. The pictures and articles of luxury about the room came from her home, and she is constantly changing them. Her heart is in her work, and I consider myself a lucky man to have her. I have parents come to me again and again to have their children kept back in that room a year for the sake of the influence and the training. But it is hard to find an excuse to do that, because her work is never behind the grade. That woman believes that to teach children politeness and courtesy is just as necessary as to teach them arithmetic and geography. She believes the schoolroom should have all the good breeding of a refined home. And how she carries it out! Her influence is felt in every room in this building, and even in the play-ground. She doesn't talk much, never shows any signs of superiority; but she will wash a boy's face and brush his hair in a way that never offends the boy a particle. But she doesn't have to wash the same face twice. Oh, she's a wonderful woman! If the children who have been in her room should live a hundred years, they wouldn't live long enough to be glad enough for what she has done for them."

Now will the teachers who have read so far, and are ready to exclaim, "Well, *she* was rich and had everything. We can't all be like that!"—will they pause a minute and consider? What quality did that teacher possess which could not be acquired by any bright girl who was the daughter of a day-laborer and who had never left her native town? The suitable, inexpensive, tasteful dress is within the reach of every teacher—the real lace not essential. The low, cultured voice—did that follow because her father had a large bank account? The refinement of manner, the exquisite sense of the fitness of things—were these the result of living in an expensive house? Her estimate of the value of good breeding in the training of children—what relation did this sustain to stocks? "But her study and travel abroad—surely these must have given her culture." Yes, travel and superior opportunities for study are fine things for any woman—teacher or not—but do they always make what this teacher was—a lady, a gentlewoman, in the rare old-fashioned sense? Look around among the travelled people and see how many were made over into something finer by the travel—if they needed

making over at all. This teacher was *herself*; she radiated what she was, her children absorbed it, reflected it, and the result was a kindly, courteous, refined community inside a schoolroom.—
Adapted from Primary Education.

The Test of the Teacher.

The test of the teacher consists not in the number of pupils promoted from a given class at the close of the year, but in the quality of attainment reached by the pupils. Again, it consists not in the number of pupils who are naturally bright and alert and receptive, but in the success with which pupils who were below the fair standard, or were naturally slow and intractable, or even dull, have been interested, aroused, stimulated, held and advanced squarely up to the required standard. Neither is the teacher to be overmuch praised for success or blamed for failure in the application of experimental or specialized methods and devices. Success may mean only a superficial display, and failure may be due to the inherent worthlessness of the method or device. The result may be chargeable to the marked individuality of the teacher; for equally excellent teachers do not all succeed equally well with the same methods and devices. Otherwise there would be no distinctive individuality, but only a corresponding weakness in personality, fatal to success. It is quite the custom to close the school year with a general promotion of pupils based upon certain records and tests, together with a highly laudatory display of supposed progress. This custom seems to be essential to the standing of the teacher as well as to the reputation of the school,—so essential that much time and effort are devoted to securing the records and preparing the display,—so essential that the regular work of the school is interrupted and abridged,—so essential that the thorough and symmetrical training of the pupils individually is subordinated to the making of a record or the presentation of a performance,—so essential that, without it, the school is regarded at once as degenerate, and the teacher is deemed incompetent and is booked for early dismissal. So the great aim is to have the year close amidst a halo of glory and pride that insures the re-election of the teacher beyond a doubt, and possibly at an advance in salary. But how will the next year open? Will it be a repetition of last year's experience? Then, if you remember, the pupils who had