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Doct's Corner.

OUR SCHOOL-HOUSE BY THE WAY.

BY COUSIN FANNIE.

Some distance from the way-side inn
Adown a pleasant street,
Where, summer days, you'd see the prints
Of lute, bare, brown feet,
O'er which the great, cool shadows fell
Through all the glad some day—
There stood, by trees a secret kept,
Our school-house by the way.

Outside, it had a dress of white—
Had windows half a score,—
Has blinds as many, brightly green,—
A single, western door.
Within, a wall of dainty white,
Of books a bright array,
With flowers and pictures, all made glad
Our school-house by the way.

Southward, two maples, twins by birth,
And twins in growth and mien,
With branches, twisting over-head
Where birdling nests are seen,
Stood guard, and through the summer time,
The sun-shine kept at bay,
Lest it should beam unkindly on
Our school-house by the way.

Northwest, an elm of wondrous size
With branches drooping down,
Threw all the day its waving shade
While looking toward the own
Westward in front, were poplars three,
Arms lifted as if they
Would call rich blessings down upon
Our school-house by the way.

Eastward, so near the golden fruit
Tempted out children's eyes,
An orchard stood within the mead,
With trees of giant size.
It had an ancient, thus-worn look,
Was old and somewhat gray;
'Twas planted long before they built
Our school-house by the way.

Its owner was a kind old man
With mien and manners mild,
Who, though four-score, had not forget
That he was once a child.
And so, to gather flowers or fruit
In Autumn or in May,
There went our bright-eyed children of
Our school-house by the way.

Ten paces southward to the mead
There ran a babbling brook,
Coursing beneath the orchard trees
With many a curious crook.
There, at the sultry noon-tide hour
The children loved to stay,
And with them, she who taught within
Our school-house by the way.

But years have pass'd; another band
Sits by that dainty wall,
Or wanders by the orchard brook
Where early robins call.
And still, adown the pleasant street,
Through all the glad some day,
There stands, by trees a secret kept,
Our school-house by the way.

Clark's School Visitor.

[Written for Moore's Rural New-Yorker.]

SUGGESTIONS TO YOUNG TEACHERS.

Upon this subject, Hebron Bell presented some thoughts in the *Rural*, of Jan. 28th, which could be profitably considered by all, but which are especially worthy of careful note, by those who are just beginning to act in this important sphere. The writer is a young a-b-e-darinn, very much attached to the "Educational Department" of the *Rural*; perhaps, he may be able to add something of interest.

"The great secret of successful teaching is in governing a school," says Hebron Bell, and in this, probably all will be agreed. Mismanagement on the part of the teacher will insure confusion in all the pupils. If a teacher fails in government, though he may have excellent qualifications, and a good ability for imparting instruction, his labors will be almost entirely useless. But good teachers have different methods by which they accomplish so necessary a result; and while a teacher should not fail to appropriate to himself whatever may be useful of the various reliances are as essential in school-teaching as in any of the various vocations of life. The spirit in which any particular plan of action is carried out, very often determines whether success or failure will be the result, consequently one teacher can act successfully in accordance with a particular plan, while in the case of another, if he follow the same plan, a failure will be the result. Doubtless many young teachers have failed to secure good reputations,—to their own chargin and disappointment of their friends,—simply because they attempted to imitate some one instead of acting out themselves, and relying upon their own good sense for guidance in the peculiar circumstance in which they were placed.

"After governing the school right, teaching commences," is the doctrine advanced by Hebron Bell. This may be correct, yet there may be "a more excellent way." "Satan finds some mischief still for idle hands to do," is just as true in the school-room as out of it, and is the principle which leads me to advocate the following theory. Do not turn the attention of the school to government, unless it seems necessary to make a very few general rules. Ascertain at once the branches which your pupils have already studied,—the advancement which they have made,—and without delay, begin the work of awakening an interest in the studies to be prosecuted. The energy and ingenuity of the teacher should be engaged in accomplishing this.

A great portion of a teacher's reading should be on subjects connected with his calling; then he will be able to give additional interest by illustrative facts and

anecdotes. Young persons are influenced more powerfully by example, than by any other means, and if you manifest an interest in subjects before your pupils, they will, without doubt, be interested also. Thus see that all are busy, and interested as much as possible. No exception should be made in the case of the little ones, if you have them in your school. Doubtless, many teachers have been harmed by attempting to put undue restraints upon them. Children who are sufficiently old to study but little, should be allowed to be much out of doors; but when in school, ought to be kept busy and interested in one way or another. Prove, by kind words and acts, that you are interested in the welfare of those committed to your care, and you will certainly be potent in the school-room. Your scholars, if interrogated in regard to your government of the school, will be likely to reply, "Well, I don't know,—haven't thought much about that,—but every thing is passing off finely, and we are having a pleasant time."

Thus you will be, by an indirect, instead of a direct, method, undisputed ~~concessions~~ ~~in~~ ~~geometry~~ are those in which the indirect method of reasoning is employed. Many schools can be governed in the way pointed out, without a case of discipline,—only hardened characters would fail to be conquered. If you thus succeed in interesting your pupils and winning their love, you will have a certain triumph,—a triumph of the most brilliant character.

ELLATH.

Wadhams' Mills, N. Y., 1860.

CORRECT SPEAKING.—We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of the youth, the proper season for the acquisition of language be past in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads instead of the slang which he hears, to form his taste from the best speakers, and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.

USEFULNESS.—Blessed are they who see the day of glory, but more blessed are they who contribute to its approach.—Seeley.