

### MUTUAL RELATIONS OF PARTIES INTERESTED IN A SCHOOL.

It is, no doubt, true that each of the five parties, parents, teachers, scholars, school-officers, and the public, have their own *peculiar* duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and injunction appropriate to all five, it may briefly be said :

Beware of fault finding ; it is very easy to detect faults ! Be industrious, laborious ; the school needs us *all*.

The following is a brief outline of the duties of these five parties, respectively.

**Parents**—To sustain the responsibility, and *they alone*, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.—honesty, manliness, &c.—religion, politics, &c.—in short, the *entire* responsibility for childhood's welfare, has been laid out by the Creator upon the parents of the child. Listen not to the tittle-tattle of children about the teacher.

**Teachers**—to accept temporarily such a share of the duties that primarily devolve upon parents, as can be more conveniently and thoroughly discharged by a school, than by a family organization. Intellectual exercise, access of information, social training, require a kind of supervision which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

**Scholars**—to render, during the years of their dependence, a willing, intelligent, and entire obedience to the wishes of parents and of teachers, *so far as they express the parental will truly* ; to practice those virtues enjoined upon them by superior wisdom and experience, always trusting willingly the guidance of those who merit such confidence.

**School Officers**—To oversee the building, premises and finances of the school ; to protect, sustain, and defend the character of both of teachers and scholars, as long as they are members of school ; to educate and care for the community in all school matters ; to observe and advise with a teacher as to the interior management of the school, in no case interfering with teacher's labours, nor attempting to practice teachership in school themselves, unless requested to by the teacher himself.

**Public in general**—To bear the expense of schools ; (the school fund by itself never did, and never will sustain a decent school any considerable time ;) to attend school meetings and insist upon knowing from officers what has been done ; to avoid gossiping rumors and tale bearing ; to encourage weary teachers by giving them good homes, honorable rank, and suitable compensation ; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines, which have been sketched with little regard to accuracy of phrase, several important specifications of duty should be inferred.

Parents *as they are*, and parents *as they should be*, are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher ; and in such cases parental responsibility actually rests upon the teacher. Too often many teachers be heard saying, "He's got such a father that there's no use in trying to do anything for him at school ;" far better were it to say, "He has no good at home, I *must* do something for him at school," for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often expedient ; but for the neglected and the poor, for the child of the outcast, and the school is the only home ; ye shall not banish him thence.

It is a part of a teacher's duty to educate parents to *their* duty ; and it is part of a parent's duty to educate teachers to *their* duty ; a quarrel *always* implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and school officers stand for form and ceremony, each party running his fence to keep out intrusion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for con-

tention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about *rights*, and sets up to assert them, it is easy to discern the end of all such *unprofessional* acts. A teacher's strength and panacea for all evils in and out of school, is self-sacrificing industry. If parents are impertinent and unreasonable, labor for their children, give way, give up ! but strive to *educate* the child, and soon the breach shall be healed scarless. If officers are meddlesome, officious, and wilful, made so by the little brief authority the law has given them, bear with their presence, raise no remonstrance, pursue your *systematized* course silently, laboriously ; strive night and day for a good school, and committee men will be soon forgotten.

That which is urged upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers. The principle is simply this : that nine times in ten, if a fault-finder will cease from complaining, and do the neglected duty of his negligent neighbour, he will save time, reprove and reform his neighbor, and better than all, cause no wear and tear of conscience or sacrifice of right.

Hard workers may have difficulties in their hours of *idleness* : fortunately, the *faithful* teacher can have no *idle* hours.

Reward and punishment ought to be in the parent's hand even when their ground is school conduct ; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school ; but if parents will not assume this duty thankfully, then of course it devolves upon the teacher.

Punctuality and extra school virtues belong to the parent's sphere ; but if parents neglect, teachers must assume their culture. —Thus as to all the parties whose welfare is affected by a school, though there are peculiar duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleness, of any one, for the school is what we labor for, not our own rights or will, or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school ; they are usually, as they ought to be, virtually independent. —D. S. J. of Ed.

### HEIGHT AND WEIGHT OF MEN AND WOMEN.

The average height of Europeans at birth, is generally 19 inches : female children being of less size in the proportion of 490 to 460. In each of the twelve years after birth, one-twelfth is added to the stature each year. Between the ages of 12 and 20, the growth of the body proceeds much more slowly ; and between the ages of 20 and 25, when the height of the body usually attains its maximum, it is still further diminished. This point being reached, it is found that the increase is about three and one-quarter times greater than at the period of birth. In old age, the height of the body decreases on the average about three inches. In general, the height varies less in women of different countries than men.

There is a difference in the weight of sexes, both at birth and infancy. The average weight of a male child at birth is about 7 pounds, and of a female child only about 6½ pounds. The weight of a new born infant decreases for the first three or four days after birth, and it does not sensibly commence to gain weight until it is a week old. At the end of the first year, the child is nearly three times as heavy as when it was born. At the age of seven years it is twice as heavy as at the end of the first year, and at 14 years old its weight is quadrupled. The average weight of each sex is nearly the same at the age of 12, but after that period, taking individuals of the same age, the females will be found to weigh less than males. When the weight of the body has reached its average maximum, it is about nineteen times heavier than at the time of birth. The average weight of men is about 130 pounds, and of women, about 112 pounds ; of adults, without distinction of sex, about 120 pounds. In case of individuals of both sexes, who are under the height of 4 feet 4 inches, females are somewhat heavier than men ; but if above this height, men weigh more than women. Men attain their maximum weight about the age of 40, and women at or near the age of 50. At the age of 60, both the one and the other usually commence losing their weight, and the average weight of old persons, of either sex, is nearly the same as at 19 years of age. —D. S. Journal of Education.