

COMPANION AND TEACHER

We Study to Instruct; We Endeavor to Amuse.

Companion Publishing Co., }
Publishers and Proprietors. }

LONDON, ONT., NOVEMBER, 1876.

Volume II., No. 1
Circulation 5,000

Editorial.

A Word to Teachers.

Teacher, your's is one of the highest, if not the highest, profession, and if not universally considered such, it comes from the fact that so many have entered upon it without fitness of mind or character for its numerous duties, and without any intention of making it a life office, but only as a "stepping stone" to some other occupation. The most momentous trust that can be placed in man's hand is certainly the care and education of youth, yet how limited is the preparation of many for that noble work. Fitness for it is often left to be acquired at random, and injuries that can never perhaps be counteracted may thence be produced.

It is only in proportion as minds are awakened by early education that they can share in the fruits of an improved civilization. Increased knowledge will furnish us with increased means of happiness and well doing, and with new proofs of benevolence and wisdom in the Great Architect of the universe.

Do not let your example exhibit a contradiction of what you teach. If you desire to teach your pupils punctuality, set them the example; if you would teach them "a place for everything and everything in its proper place," set the example; if you wish your pupils to be truthful and honest, carefully consider the remarks you make in their presence; never deceive parents respecting the progress of their children; plainly and unhesitatingly state to them the exact standing of their children in their classes, and their application and conduct. If you want to teach your pupils patience, be patient yourself; if you would have your pupils do their work cheerfully, show them the example, love your work, bear with the children's faults and encourage their efforts; if you have occasion to punish a pupil, never get in a passion; a teacher who punishes while in a passion is not fit for his position. I have seen teachers punish to such an extent and in such a manner that they certainly could not have known what they were doing; they allowed their passion to rise to such an extent that they seemed as if laboring under temporary insanity, and if they administered such punishment to a horse on our public thoroughfares, they would be arrested for "cruelty to animals." Of course, teachers have a great deal to contend with, and their patience is very often severely tried, but, then, they must remember they are teachers. Although not fully endorsing the following, still it contains a great deal on which teachers would do well to reflect:

"Flogging is no part of teaching. The two words have nothing in common; the one belongs to a condition of barbarism, and the other to a state of civilization.

The proper work of the teacher should be made secondary and subordinate to the duties of the parent, the police magistrate, or the jailor.

"The public schools should be open only to those who are willing to avail themselves of their privileges. The boy who disturbs the proprieties of the school room, who takes the attention of the teacher from teaching, should no more be permitted to remain there than is the man whose disorderly conduct interferes with the enjoyment of a lecture, concert, a play, or a sermon. The latter is ejected by the police, though he may have paid his admission fee. The payment of taxes confers upon no man's child the right to deprive another man's child of his right to the instructions of the teacher.

"Summary dismissal should follow every indication of a disposition to interrupt the daily tasks."
—*Editor of Barnes' Educational Journal.*

Endeavor to be strictly just; children are great detectives, and are also very sensitive to injustice. Justice is a virtue, which runs through the whole course of every man's life; as we continually have dealings with others, that, of all moral virtues, is the most beneficial to society. A just man is dear both to God and man; to God, who, as He is *just, loves justice*, and to man, because without justice we cannot live one by another.

To give information is well; to teach how it is better. Estimate your teaching according to what you tell your pupils, but what they expect of you. Examinations should be made a test of the pupil's proficiency, not the teacher's.

The condition of grounds, outbuildings and entries indicates the discipline of the school before one enters the room.

Those two or three "big, bad boys," if fairly won over to your side, will help to ensure the success of the school; if you want to fail, recognize in them a permanent opposition.

Never show your class that you are uncertain upon a point upon which you could have informed yourself.

Genius is the gold in the mine; talent is the miner who works and brings it out.

It is the quality, rather than the quantity, of our knowledge, that is of the greatest importance. "A few great ideas, firmly grasped and vitalized in the life, will produce a finer and more expansive nature than volumes of mere information and detail."

The majority of your pupils are so situated that they must receive nearly their whole preparation for future life under your instruction, while under your charge that their whole nature is in the highest degree susceptible of impressions. The expansive and compressive powers are very great in the human mind; it may be depressed to the very verge of idiocy, or enlarged till it seems to walk among the stars. Hence the necessity of a proper course of educational training. Educate for heaven and earth, God and man, time and eternity.

Pupils should be taught rather to surpass themselves than their fellows; to compete in goodness, in humility and kindness, rather than for precedence of rank; rewards should be given not only