

Special Papers.

THE INFLUENCE OF THE TEACHER IN AND OUT OF SCHOOL.*

MUCH has been written and many things have been said on this subject, and perhaps it would not be out of place to spend a short time in recounting some of these things.

We teachers, amongst the many difficulties which surround us, and which continually rise up in our path, sometimes, nay, almost always, lose sight of the glorious possibilities of our calling. We forget the wonderful power which has been delegated to us of influencing and directing the youth of our land to tread the paths of rectitude, or—shall I say it?—of lending that influence to direct them in the opposite way.

Every man has an influence which is either for good or evil. How important that a teacher's influence should be for good! The teacher is the pupil's model, whom he must copy, whose influence he cannot help recognizing. He has it in his power to impress his character upon the children under him; yes, it will be impressed, whether he desire it or not. Such being the case, the ideal which those who undertake to instruct the young should set up for themselves ought to be a high one indeed. From the person and character of the teacher flows out "a ceaseless stream of unseen mystic power," moulding the youthful character. Then let us not forget our inheritance as teachers and educators. The words of Webster should ever ring in our ears "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellowmen, we engrave upon those tablets something which will brighten to all eternity." And let us remember that, as teachers in the school-room, we should be living models for the pupils to copy. For, as Ruskin, the great English writer, says: "It is not so much in buying pictures, as in being pictures, that you can encourage a good school. The best patronage of art is not that which seeks for the pleasure of sentiment in a vague ideality, nor for beauty of form in a marble image, but that which educates your children into living heroes, and brings down the flights and fondness of the heart into practical duty and faithful devotion."

Let us now consider for a short time the teacher's influence in the school-room particularly.

Solomon says: "A merry heart doeth good like a medicine."

Dr. Dwight says: "He that makes a little child happier for half-an-hour is a co-worker with God."

What a blessing to a school is a cheerful teacher, one whose spirits are not affected by wet days or little disappointments. Such a person brightens the school-room like a perpetual sunbeam. The children go to school with a sense of something great to be accomplished, and so day by day their strength and energy are renewed.

Again a contributor to an American magazine gives us the following:—"Besides being faithful in the ordinary instruction of the school-room, the teacher gives many other lessons by the force of his own character. One of these is politeness. This includes all those acts of civility and courtesy which make one person truly agreeable to another. It involves the treatment of every person with all the consideration that is due to him. The teacher may daily deliver lectures on the subject or conduct, recitations from the text book on 'morals and manners,' yet, if in his intercourse with his pupils he is morose, boorish, or clownish, his direct instruction will be largely lost. His actions will speak louder than his words. If he gives respectful attention to the questions and recitations of his pupils, he teaches them politeness. The highest and best type of politeness is but the outward manifestation of genuine goodness of heart. If the teacher then be a true gentleman or lady, the pupils will receive effective lessons in politeness without effort on his part and without study on theirs."

The same writer continuing, says: "If the teacher begins school late or closes it early; if he frequently omits part of the recitations; if he

lounges about while out of school, he teaches habits of idleness and thriftlessness. If, on the contrary, he is active and energetic; if he always begins and closes school on time; if he fills every recitation hour full of cheerful work; if out of school he engages in useful employment; and in proper recreation at proper times, he teaches lessons of industry, economy, thrift, regularity, and punctuality."

And I would add still another lesson, that of honesty and integrity. In seeking to promote these virtues in his school, the teacher must ascertain that there is nothing in his discipline or in his treatment of his pupils which would lead away from them. He must be very careful in conducting examinations to see that there is no chance for deception. Even trifling carelessness in these matters is like the opening of a sluice-gate, and sets free a torrent which it may be next to impossible to stem. He cannot set up too high a standard for integrity and honesty.

Let him avoid every appearance of evil in himself and detect it in his pupils. Let him always say what he means and mean what he says. Let him be what he appears to be. Let him scrupulously keep his promises. By these means he teaches honesty. In all things let him be a man of incorruptibility and soundness of heart, and loyal to his sense of right. Let his adherence to principles of rectitude be so strong that nothing can break it. Let nothing move him from the strict line of duty. His pupils will see it, will admire his character and will strive to imitate him.

In the second place, let us consider the teacher's influence out of school. If he is a man of literary tastes, and appreciates good reading himself, he may direct the reading of his pupils. By reading aloud interesting selections from good standard authors, he may create in the minds of his pupils a desire to proceed with such works; and the benefit derived from the reading of a good book is incalculable. Let us do what we can to encourage the reading of good books and discourage the reading of that pernicious literature which is so plentiful and so injurious.

Just a word, by the way, on the subject of reading. We can widen our influence and associate with the highest and most cultured society by making books our friends. Those who have not the privilege of mixing with intellectual, thinking people, may make up for that deficiency by associating with Macaulay, Carlyle, Milton, Ruskin, and a host of others.

Le Vaux says: "A teacher must be ever learning and studying; he can never know enough; or as Palmerston says: 'He can never learn too much.' The true teacher should know or endeavor to know the whole circle of knowledge, but more especially those branches which are of daily use in his vocation. In the grand march of intellect and science he should lead, instead of being led. Fixing his eye on the star of his country, his great and paramount object should be to train up the youth of his fold so that they may be good and worthy citizens—an honour to him and a credit to themselves through the long years to come."

I would also say a few words upon some bad habits which, I hope, are not very common in our profession, viz., the use of strong drink and tobacco.

Intemperance is one of the crying evils of the present time. Let us then do all we can, both by precept and example, both in school and out of school, to remove this stumbling-block from the way of the people. A text-book has been provided to teach, from a scientific stand-point, the dangers of the use of alcohol. How many of us use this book?

The use of tobacco is very injurious both morally and physically, besides being—well, not a cleanly habit. It was the fate of the writer to succeed one who was a constant user of tobacco in more ways than one—not only out of school but also in the school-room. He had so impressed his character and habits upon his pupils that every child in that school—both boy and girl—was in the habit of spitting upon the floor. It took months of careful exhortation and patient teaching to do away with that disgusting habit. Their teacher had done it, and why should not they? Many of the boys had learned from him the use of the pernicious weed. What a legacy to leave behind! Example is a most powerful teacher.

To close:—

"Thou must be true thyself, if thou the truth wouldst teach;
Thy soul must overflow, if thou another soul wouldst reach;
It needs the overflow of heart to give the lips free speech.

Think truly, and thy thoughts shall the world's famine feed;
Speak truly, and each word of thine shall be a truthful seed;
Live truly, and thy life shall be a great and noble creed."

Mathematics.

All communications intended for this column should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

PROBLEMS FOR SOLUTION.

1. A CONTRACTOR engages what he considers a sufficient number of men to execute a piece of work in 84 days; but he ascertains that 3 of his men do, respectively, $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ less than an average day's work, and two others $\frac{1}{5}$ and $\frac{1}{6}$ more, and in order to complete the work in the 14 weeks he procures the help of 17 additional men for the 84th day. How much less or more than an average day's work is required on the part of these 17 men?—By J. C.

2. A sold goods to B at sundry times and on different terms of credit. September 30th, 1868, \$80.75 on 4 months' credit; November 3rd, 1868, \$150 on 5 months' credit; January 1, 1869, \$30.80 on 6 months' credit; March 10, 1869, \$40.50 on 5 months' credit; April 25th, 1869, \$60.30 on 4 months' credit. How much will balance the account June 2nd, 1869?—By J. C.

3. A person has \$6,500 which he divides into two parts and loans at different rates of interest, so that the two parts produce equal returns. If the first part had been loaned at the second rate of interest, it would have produced \$180; and if the second part had been loaned at the first rate of interest it would have produced \$245. Find the rates of interest.

A hollow iron cylinder, of which the internal radius is 3 inches and the thickness 2 inches, is cased with wood an inch thick. If the weights of equal volumes of the iron and wood are as 11:2, compare the weights of the iron cylinder and the wooden case.

5. Solve $x^5 + 2x^4 - 3x^3 - 3x^2 + 2x + 1 = 0$, as a quadratic.

6. Solve the equation $2^x + 2 + 4^{1-x} = 17$, as a quadratic.

SOLUTIONS TO R. M. WHITE'S PROBLEMS, OCTOBER NUMBER.

By W. S. HOWELL, Sombra; J. M. C.; L. B. and others.

1. The capitals are as 42:48

$$A's = (42 \times 5) + (21 \times 7) = 357$$

$$B's = (48 \times 5) + (16 \times 7) = 352 \quad \text{Total } 709$$

$$\therefore A's \text{ share} = 357, 709 \text{ths of } \$7090 = \$3570$$

$$B's \quad \quad \quad = 352, \quad \quad \quad \quad \quad \quad \quad \quad \quad = \$3520$$

2. 2% discnt. = $\frac{100}{100}$; $\frac{2}{100}$ of credit price to be borrowed. 6% for 2 mos = $\frac{1}{100}$; $\therefore \frac{2}{100}$ of credit price = int. to be paid.

$$\text{Gain} = \frac{100 - 49}{5000} = \frac{51}{5000} \text{ of credit price} = \$15.30 \text{ gain at}$$

the end of two months. If the cash gain is meant, we must take the present worth of \$15.30, due in 2 mos.

3. "A merchant sold two suits of clothes for \$72" is indefinite.

Perhaps they were sold at \$36 each. If so, one was sold for $\frac{2}{3}$ cost and the other for $\frac{1}{3}$; \therefore the cost prices were \$30 and \$45; total cost = \$75; loss = \$3 on \$75 = $\frac{1}{3}$ of cost.

If they were not sold at \$36 each, let P = total selling price,

x = selling price of 1st suit, $\therefore P - x$ = selling price of 2nd.

$$\therefore \frac{2}{3}x + \frac{1}{3}(P - x) = \text{total cost price} = \frac{5x}{12} (15P - 5x).$$

$$\therefore \text{loss or gain} = P - \frac{5x}{12} (15P - 5x) = \frac{5x}{12} - \frac{1}{4}P, \text{ a result}$$

that shows by its form the indeterminateness of the problem.

JULY ENTRANCE EXAMINATIONS.

Solutions by R. COATES, Kilbride.

1. $\frac{2}{3} \div \frac{4}{5}$, i.e., $\frac{2}{3}$ to be divided by $\frac{4}{5}$ of 5.

$$\therefore \frac{2}{3} \div 5 = \frac{2}{15}, \text{ but this is seven times too small.}$$

$$\therefore \frac{2}{3} \times 7 = \frac{14}{3}, \text{ the required quotient.}$$

$$\therefore \frac{2}{3} \div \frac{4}{5} \text{ is } \frac{2}{3} \times \frac{5}{4} = \frac{5}{6}. \therefore \text{Invert the divisor, etc.}$$

*Read by Miss Bremner, before the East Grey Teachers' Institute.