

TO THE COUNTY MODEL SCHOOL STUDENTS.

FOURTH ARTICLE.

In this article we wish to address you on the subject of your personal influence and of the opportunities which will be afforded you of determining what your pupils shall be, rather than what they shall know.

Up to the present time you have been pupils yourselves, but you are soon to change from being schoolboys and school-girls to become teachers, to fill positions for which men and women are required. And you should endeavor to realize what this change of position will require at your hands; for upon your understanding and appreciation of what is involved in this will mainly depend your success or failure. You have been accustomed to be led, it will now be your duty to lead others; you have been imitating another, you must now serve as a model to be imitated; you have been assisted at every step, in future you will have to render assistance to others. When you reflect upon these things you may well become thoughtful and serious, and begin early to determine upon your course of conduct, in order that you may not come short of what will be required at your hands. It has been well said that "if you are not too large for your position, you are too small for it."

The ordinary teaching duties and the maintaining of discipline in your school will, doubtless, mainly engage your attention; and the passing of pupils at the usual county promotion examinations and at the Entrance examinations will be the ends at which you will very properly aim. You must work for these results. To neglect them will be to neglect the interests of your pupils as well as your own personal interests.

But there is another and a higher aim which you should ever keep before you, and to which you should give your very best efforts. It is, as we said at the beginning of this article, to determine, as far as in you lies, what your pupils *shall be* in after life. And this will depend, not so much upon what they learn as children as upon how they conduct themselves, upon the habits they form, which will determine their future characters. What you wish to find in the man must first be planted in the child. To achieve these higher results the teacher must not be satisfied to impart information from textbooks; he must seek to mould aright the character of those with whom he daily comes in contact; not merely to instruct, but also to reform and benefit; not merely to make good scholars, but to develop worthy men and women; not merely to increase the nation's knowledge, but to influence for good the nation's life.

In order that the teacher may exert this elevating influence upon his pupils—that he may, so to speak, sway them in the right direction—he must have it clearly and finally settled in his own mind what are the conditions upon which this result depends. This moulding influence can be obtained only by taking account of

what children naturally look for in a superior in order that they may respect him and trust him. They must see quietly and consistently the evidence not only of superior knowledge, but also of practical wisdom and of warm, genuine sympathy. No one among them can, perhaps, tell in so many words what he wishes to find in his teacher; but these are the things which all desire and which all are alike feeling after.

There must be that in the teacher which his pupils can first admire; they will next come to love it, and soon, unconsciously, begin to imitate it.

There is an inseparable connection between what a person admires and what he is. If the student can see daily in his teacher certain qualities which appeal to his better nature, and which he admires, he is certain to be influenced by them, and to seek to imitate them. The influence exerted for good in this way upon him will be much greater than that exerted by any effort to indoctrinate him with the truth of these qualities as virtues. Good example is a rebuke and a check to any conscience neglecting its ideal. Thus a writer could truthfully say of Lady Rachel Russell, "To meet her was an immediate restraint to all improper conduct, and to be acquainted with her was a liberal education."

To wield this influence the teacher must be a *person*; he must possess a strong personality; for to this end the personal-power element is everything. The physical force element at the command of the teacher must give way to the intellectual and moral forces at work within the school. As one writer says, "If a loud voice, a stamping foot, a strong cane, a heavy strap, books, maps, pens, and paper, exhaust his materials for educating, he can never reach a high place in his profession. Its leading men and women work on a higher plane, with finer tools."

As was said in a former article, the emotions are the mainsprings of human action. The impulse must be from within. We are constantly running against this truth, that the heart is the great motive power of the world, and if we wish to affect the hearts of our pupils we must send out the inspiring influence from our own hearts. Just as we first heat wax in order that we may make an impression upon it, so must we first warm the heart in order that we may stamp our personality upon it, and direct its influence upon the conduct of the child.

If a pupil *feels* that his teacher has more than a financial interest in his welfare, and that he is less of a master and more of a guide and friend, he will be controlled and influenced, even when no other influence will affect him. It is through the social rather than through the physical, or even the intellectual, instincts that the moral nature is developed. Morality is a social product, and personal example and personal affection are the soils out of which it springs and grows.

In working towards this end, however, time must be allowed and much patience and perseverance must be exercised. Development of any kind is slow of

growth, and character development is no exception. You must bear in mind this fundamental principle, that development is produced only by action, by the exercise of that which is to be developed. The teacher cannot develop the character for the child; he can only aid the child in its efforts to form its own character.

The growth must be from within, not from without. And the teacher must seek to inspire the child to put forth its efforts in the right direction. This point cannot be too strongly impressed upon you. You may, in your daily life, present a worthy model for imitation; you may seek to enlighten the understanding and place proper motives before your pupils; but, that there may be growth in the child nature, the child must act for itself. This universal law conditions all physical, mental, and moral growth, and what you do for the child is an injury rather than a benefit, when considered from the standpoint of child-development.

Every act performed by us produces a tendency to act in the same way. Thus the single acts of the little child in any direction, by being repeated, grow into habits of action, and these gradually become the foundation and the superstructure of character. Do not be discouraged, then, if you do not succeed at once in producing what you desire in the child. You may have to lead the child to break up bad habits before new ones can be formed, and it is more difficult to unlearn than to learn. Make large allowance for the unequal development of thought-power and of will-power, at different ages of children. It would be absurd to expect the same physical or the same intellectual power at five as at ten years of age, in the child; equally absurd is it to expect the same moral power, to expect the same appreciation of right, the same sense of duty, the same power to resist evil—in short, the same strength of character.

Let your aim ever be to keep this higher object before you, and be sure that all the efforts of your daily life are such as will lead your pupils in the right direction. In such a case their lives will reflect honor upon your labors, and your own better life, in after years, will be produced again, incorporated in theirs through the impulses imparted by you towards their moral elevation.

Hints and Helps.

SET OR SIT?

MISS JENNIE THORNLEY CLARKE.

The president of a female college in South Carolina once asked me, in all seriousness, "Do hens set or sit in Georgia?" When I replied, "We set the hens and they sit," he expressed a good deal of scepticism as to the results of such a proceeding. Let us consider a few forms of both verbs, and then, if I am wrong, I hope somebody will set me right, after which I will sit corrected.

We may feel reasonably sure that pupils will make correct use of irregular verbs when they are perfectly familiar with the principal parts, and able to distinguish, at a thought, the transitive from the intransitive. Familiarity with the principal parts will save us from hearing the past participle do duty as the past tense, and *vice versa*. Distinguishing the transitive from the intransitive will prevent confusion of such similar verbs as lie and lay, rise and raise, and set and sit.