

direct violation of the law. A person, to be qualified to take charge of the intellectual culture of youth, although backward and young the children may be, ought to have the intellectual discipline acquired by the mastering of these elementary branches upon which the law requires an examination. A person not qualified to teach all of the required branches, is not qualified to teach any grade of school. No person should be intrusted with any common school, however small in number or obscure in locality, who is not qualified to instruct in those branches required by law. These humble attainments are the substratum of all correct education, and they are too much neglected. The pupils of every school ought to have a teacher thoroughly competent to impart these elementary studies, and one who, in the intervals of leisure, will be active in acquiring higher branches of knowledge; thus be a *self-educating* teacher, and a living example to his pupils, of the unrelenting progression which is required of ambitious pupils. May the number of *self-educating* teachers increase, and receive as their just reward the favor and increased *material* patronage of the public, to whom their faithful labors are so invaluable.—*Ohio Journal of Education*.

### The two Candidates

The citizens of B. had become pretty well convinced that if they would be sure of having a good school, they must first make sure of a good teacher; and that to secure a good teacher they must offer good inducements,—to retain him they must treat him kindly and generously. They had tried cheap teachers long enough, and from such their schools had greatly suffered. The old motto, "a cheap teacher and a long term," had lost its power, and a new one had taken its place, which was, "The best teacher is not too good for us; a good one we will have or none." With such feelings as these facts indicate, the people were ready for right action. Though they believed in *words*, they believed more in *deeds*. Consequently when the meeting was held for choice of district committee, all felt it a duty to go, believing that the first step was quite as important as any. And they did go. The school-house was well filled. The state of the district affairs was freely discussed, and a feeling of harmony prevailed. Mr. Nason was unanimously elected as district committee. He had several children to be educated, and he had long felt a deep interest in the prosperity of the school. The only instructions the district gave to Mr. Nason were, "to hire a good teacher and pay him liberally," and those who knew Mr. N. deemed it superfluous even to do thus much, for he not only possessed zeal in school matters, but a knowledge-tempered zeal.

Two prominent candidates soon applied for the school. Though the duty of examining rested with the school visitors, Mr. Nason resolved to exercise the privilege of making a private examination as preparatory to the more decisive one by the board. Accordingly he invited the two candidates to call upon him,—each at an hour designated,—though not both at the same hour.

The first was Jotham Standstill. He calls at Mr. Nason's, enters, and seating himself, with hat upon his head, and quid of tobacco in his mouth, when the following conversation takes place:

*Jotham S.* They tell me you are the new committee man, and I have called to let you know that I would like to keep your school this term.

*Mr. N.* Well, we wish to employ a good teacher. Have you taught before?

*J. S.* O yes, I've taught school three terms, and I understand the business. I can whip any boy, no matter how big he is.

*Mr. N.* Yes, but we want a teacher more than a whipper. Have you ever attended a Normal school?

*J. S.* No, I don't believe in such schools. I never saw one and hope I never shall. I think natural teachers are the best, and I am one of that class.

*Mr. N.* Have you ever attended a Teachers' Institute or Teachers' meeting?

*J. S.* No, and I never intend to. If I can't keep school without their aid, I'll give up and return to my old business of saving wood. They may do well enough for beginners, but they won't answer for me.

*Mr. N.* Then you don't believe in the old maxim, "never too old to learn."

*J. S.* Not quite. When a man knows a thing he knows it, and that's enough. I know how to keep school, and I don't want to hear of any of the new fangled notions.

*Mr. N.* Do you take or read any of the School Journals?

*J. S.* Not I. I have no dollar to throw away in such trash. When I can get plenty of stories about murder, love, and ship-

wreck. I don't want to see any of your teachers' journals. I never read a page in one in my life, and what is more I don't mean to.

*Mr. N.* Do you own or read any works on education?

*J. S.* No, I have no inclination to read such works. What's the use when one knows it all? If you want me to teach your school I am ready to do the work as cheap as any other man.

*Mr. N.* I am not prepared to employ you now. If I should decide to need your *valuable* services I will inform you.

*J. S.* Well, I shall expect to hear from you. (Exit.)

*Mr. N.* (alone.) Long enough have we suffered from such teachers, and I am truly thankful that it is within my power to preserve the children from another specimen of the same class. (Enter Henry Progress.) Good evening, Mr. Progress, I am happy to see you; please be seated.

*Mr. P.* Thank you, sir. If you are at leisure I would like to converse with you in relation to your school, as I learn you are in want of a teacher.

*Mr. N.* Perfectly at leisure and glad to see you. We do wish to employ a teacher if we can find one of the right stamp. You have had some experience, I think.

*H. P.* Yes, sir, I have taught three winters.

*Mr. N.* Are you pleased with the work? do you love to teach?

*H. P.* I have been much pleased with it and think I may say I love the work.

*Mr. N.* Do you feel that you know all about it and that you have no occasion for learning more?

*H. P.* O, no, sir; I feel that I am but poorly qualified,—but I am daily endeavoring to increase my knowledge.

*Mr. N.* What do you consider some of the sources of improvement?

*H. P.* The means of improvement are numerous. They who will can learn daily from many sources. Good Normal Schools, Teachers' Meetings, Institutes, &c., afford very valuable aids to teachers.

*Mr. N.* But don't you think some are natural teachers, and find such helps as you have named unnecessary?

*H. P.* I believe that some naturally possess better qualities than others,—but I also feel that none are so good or so perfect that they cannot receive benefit from the sources I have named. I feel greatly indebted to such aids, and I am free to admit it.

*Mr. N.* What do you think of teachers' journals and works on education? Are they of any service to teachers?

*H. P.* I think highly of them. They have been of great benefit to me, and I should hardly know what to do without them. My belief is that I can get some good from all educational works and writings.

*Mr. N.* What importance do you attach to the teacher's influence out of school? What should be his habits and example?

*H. P.* I believe that the teacher may and should labor to secure right moral feelings in the hearts of his pupils, and that he should ever strive to lead them to do right from high and honorable motives. I think the teacher may do much outside of the school-room. But his influence will not amount to much unless his own actions correspond with the tone of his instruction and advice. He cannot, with any hope of success, denounce a habit indulged by his pupils, if he is himself guilty of the same. The teacher must aim to be what he would have his pupils become.

*Mr. N.* I am pleased with your views, Mr. P., and believe they are sound. Would you like to take our school this season?

*H. P.* I should, sir, and should be willing to pledge my best endeavors to keep a good school.

*Mr. N.* I think we shall be glad to employ you,—but as the law requires that you be duly examined by the School Visitors, we will postpone a final decision until you have seen those gentlemen. If you obtain a certificate, as you doubtless will, please call again.

*H. P.* Thank you, sir; good evening.

*Mr. N.* Good evening. (Alone.) That is the man we want, "ever learning and yet never coming to feel that he is wisdom itself." I shall feel safe in committing to his guardianship the youth of our district.—*North Carolina Jour. of Educ.*

## OFFICIAL NOTICES.

### APPOINTMENTS.

#### SCHOOL INSPECTORS.

Mr. Louis Grondin, a Teacher provided with a Model School diploma, was, on the 7th instant, in the room and stead of Mr. Lanctot, whose resignation has been accepted, appointed Inspector of Schools for the