

a. General intelligence on the part of the instructor. Something of everything, or, at least, something of many branches of knowledge, he should know. Therewith should come greater breadth and a better perspective.

b. A clear conception and steady view of the results to be aimed at in the training of a child.

c. Mastery of the special subjects taught. On every side the teacher should stand on a vantage-ground, able to construct, off-hand, from his own brain, a sufficient text book, and able, like the best German instructors, to dispense with text-book altogether during recitation.

d. Skill in conducting class exercises. This involves tact, quickness, avoidance of errors, daily planning, daily study by the teacher. For ten, twenty, or even thirty years, the best lawyer, clergyman or physician is growing more expert. It must be so with the true teacher; every school performance by him should be a work of art, adding new skill, and revealing more and more the hand of a master-workman.

e. A hearty love of children, and an intense delight in seeing them grow day by day in grace, in knowledge and in strength. Without this love and joy, this great condition and rich reward of success; the teacher has mistaken his calling. With them, however lofty the ideal, there will be no impatience toward the weak and erring, no sarcasm in his wit, no ridicule in his humor; cheerfulness, courage and hope will rise into inspiration.

f. Health of body and soul on the part of the teacher, in order that there may be tenderness without morbidness, firmness without undue severity in dealing with the pupil. Religious consecration, taking hold of every fibre of the teacher's nature, is the indispensable basis.

III. In aid of this self-improvement the literature of the profession should be in the instructor's hands and on his library shelves. The works on education, now within reach, are already rich in the fruitage of deep thought and wide experience. Some of the educational newspapers and magazines are valuable. They cannot be neglected without loss. The work that is going on in school and college, the successes and failures of the many experiments that have been tried, the biographies and systems of the great educators, ought to be in some good measure known to every teacher of long experience.

IV. Teachers should regard their occupation not as collateral, incidental or temporary, but as central and permanent; not as a convenience or a stepping-stone, but as a life-work.

V. They ought to combine for mutual improvement, mutual cheer and mutual aid. Teachers' clubs; town, county, state, national associations; teachers' insurance companies; the American Institute of Instruction; such organizations should be fostered, their membership increased, their meetings attended and made more useful. In all proper ways an *esprit de corps*, earnest, yet never degenerating into clannishness, should be promoted. Teachers, above all other men, need to look each other in the face and see how strong they are if they will but pull together. To hold one's self aloof from these gatherings, to be a sort of *illetes*, argues conceit or selfishness, or ignorance sadly at variance with the essential spirit of the profession.

VI. Teachers should be alive to their social and civil duties, and disposed, modestly, yet bravely, to maintain their rights; not afraid to take sides on any question that divides the community; having an opinion and ready to maintain it, a vote and ready to cast it. There is hardly a more pitiable spectacle than a teacher too stupid to know, or too selfish to care for, or too cowardly to assert the just claims of his country, his party or his religion. Here should come a quiet but sleepless vigilance, industry and adroitness in elevating

public sentiment on school matters, in securing the best men as members of school committees, and in shaping school legislation so as to honor God and bless mankind.

VII. As in the preceding, teachers should cherish such a high sense of honor as will not submit tamely to unjust aspersions upon their profession, nor to unfair treatment of any of their number by those in authority over them. It may not at all times be wise to speak out; but when their vocation, or their fraternity, or any one of their number, is publicly slighted, or disparaged, or wronged,—whenever action is taken that appears to be based upon the theory that teachers, as a class, are untrustworthy or incompetent, or pachydermatous,—they should somehow make the perpetrators feel that this thing is not to be done with impunity, and make the public aware of their indignation. Through the newspaper press, or through some high-minded official, or by resolutions published to the world, or otherwise, according to circumstances, the professional honor and rights should be vindicated.—*N. E. Journal of Education.*

COL. PARKER'S NORMAL SCHOOL.

BY MISS EDNA REED.

In the second grammar room the children have been studying the Battle of Bunker Hill. A half-hour in the library one morning gave the class an opportunity to compare different pictures, maps, etc., and they were encouraged to take out books and study the subject at home. They have talked and read in the class, bringing in all the incidents and anecdotes they had gathered, and making black-board sketches of the scene of the battle. The children have ornamented the boards with colored flags, both British and American, and their drawing teachers say every one is anxious to draw flags, soldiers and breastworks.

They are to take the next lesson in the moulding room. The peninsula of Charleston and Boston will be made in sand on the moulding-board, and meanwhile the boys and girls are making soldiers out of red and blue pasteboard, also ships to put in the harbor, and a rail fence. The commanders have been chosen on each side, and will erect the defences and place the men, subject to the criticism of the soldiers. Uniforms and guns will be described. Each child will then draw on the board a map of the region, locating the principal points on the battle-field. Finally each child will write an account of the battle as he has been led to see it.

In another class the children are reading "Seven Little Sisters"—a book describing seven little girls living on different parts of the globe, their mode of life, and their surroundings. The teacher makes a model of each little girl's house, and places it before the pupils for them to draw. The models are made of cardboard, and the lively imaginations of the children supply whatever is lacking. A camel is seen patiently standing in front of the Arab's tent, and a span of dogs by the hut of the Esquimaux.

Another class is using Scribner's Geographical Reader. The subject under discussion was the manufacture of silk. The silk-worm and the cocoon were exhibited to the pupils, also the silk as it is wound from the cocoon. The teacher gave a short explanation of how silk is manufactured. It is better, when circumstances permit, to refer the pupils to the book, paper, or magazine from which the desired information may be obtained, and request them to report at the next lesson upon the subject. Five minutes' reading in the class, that will result in twenty-five minutes' reading at home, with a worthy purpose, is better than half an hour's reading in the