

WHY WE FAIL

Go where we will we find the beginning teacher. Teachers' Institutes everywhere are filled with new faces. While some are adequately trained, many are poorly equipped for the tremendous work at hand. What will the result be? Does it take a prophet to forecast the future? I fear not. Unless there is an unusual amount of diligence exercised there will be an unusual number of failures.

Let us then see why beginning teachers fail, that we may be able to shun the stumbling blocks set for our feet.

Miss A. will fail because she lacks sincerity of character—real moral worth. Her attitude toward life is flippant and indifferent. Whenever she attends teachers' meetings she is more interested in the show windows of the town than in what the speakers say at the association. Rarely is she seen reading a worth-while magazine such as the Literary Digest. A movie is a greater attraction to her than a lecture, even though it be given by a noted personage. Whenever her own pleasure calls her in one direction, and the welfare of the children in another, she always heeds the former call.

Since she lacks sincerity, she is naturally unable to meet the criticisms and solve the problems that come to her. With no polar star of principle, and no fixed convictions to guide her, she knows not how to be just. The winsome, pliable, attractive children are pampered, whereas the gnarled and cross-grained ones are ignored and even snubbed.

The children as we might expect are the first to detect this lack of genuineness of character. Possessed with the keenest sense of "fair play," they are always watching parent or teacher to see whether they are "fair" or not; and they refuse to respect the person incapable of fair play, whether she be on the playground or behind the teacher's desk. From losing the respect of the children to losing the respect of the community is a short road, and soon our Miss A. is at the end of it. Will this feature teach Miss A. that her only hope lies in unremitting devotion to her work, in saying, "This one thing I do."

Miss B. will fail because she is moody. One day she is on the mountain top, the next in the valley; now she is all sunshine, then she is the blackest of a storm cloud; now she is all promises, then she is all threats; now all the students are doing beautiful work and are sure to pass, then all are stupid and certain to fail.

Can you see Miss B. as she enters her schoolroom on a cloudy morning? She has not slept well, neither has she enjoyed her breakfast. The particular letter she expected failed to come. Even before school opens the children get onto her nerves, causing her to "lay down the law" and issue threats during the entire day. She

is cross-grained rather than sympathetic; she antagonizes the pupils and they antagonize her. She rubs the fur the wrong way; she sets their nerve on edge. Even when parents with the best of intentions come to talk over the progress their children are making, she takes it for granted that they have something against her and hence uses no tact in dealing with them.

A few days later this same teacher, strange to say, is all sunshine. Since she slept well, enjoyed her breakfast, and received the expected letter, she has no quarrel with anyone. Now she forgets all the laws she has laid down, and all the threats she has issued; but have the children forgotten them? Now she is as much too easy as she has been severe. Thus from day to day she shifts her standards, until the children become confused and conclude that she doesn't mean what she says. With this confusion comes the disintegration of the school and the downfall of the teacher.

Miss C. will fail because there is nothing inspiring either in her personality or in her school methods. Indifferent regarding her personal appearance, listless in movement, and monotonous in tone, she is unable to instil an ounce of energy into her school. When reproved by her superintendent for her failure to get results, she insists that her pupils are unusually stupid. Not until

**FOR BETTER WORK
FOR LABOR SAVING
FOR CONVENIENCE
FOR SYSTEM**

— USE —

**Chapman's
Loose Leaf
Note Books**

Teachers recommend them. No advance in prices.
Sample Post Paid to Teachers, 25c.

THE CHAS. CHAPMAN CO.

LONDON, CANADA

J. & A. McMILLAN, St. John, N.B., Eastern Agents