

body of our teachers are almost shut out from "society." The groom who drives Madam out for a ride, and sits on the top of the carriage waiting for her to come out of the theatre or the church, is neatly dressed; but the humble teacher who helps Edgar through his Algebra and Greek, wears a threadbare coat all his life. He has spent the years of early manhood in study. He can tell Edgar all about MOSES, DAVID, PAUL, HOMER, PLATO, DEMOSTHENES, CÆSAR, HERACLITUS and CICERO; and can even inspire him with admiration for the songs of SOLOMON. Yet, with all his learning and his faithfulness in the most honorable of earthly professions, he is always out at the elbows, and is not half as well fed or paid as Madam's milliner. If he happens to be a professor in a college, his prospects are a little brighter, but even then, unless he acquires fame in some other walk besides that of teaching, his reward is usually that good old cheap affair that any body can throw in his face — the reward of well-doing.

"Take the teachers of our public schools in this city, for example: As a class they are not clothed in purple and fine linen, and are seldom seen in "society," though a more laborious, deserving class of workers is seldom to be found. Coming to the "rewards," what have they beyond their meagre pay? What teacher ever worked hard enough, in this noble enterprise, to have a school-house named after him or her? Is there a street in Chicago named in honor of any of the worthy teachers who have for thirty years been laboring, with might and main, in this noble profession? Is there a statue, or even a bust of any of these noble teachers to be found in our library or in any of our public buildings or school houses? Mr. COLFAX' address shows how much easier it was for him to remember Mr. BOUTWELL, the Governor, of Massachusetts, than to even mention HORACE MANN or MARK HOPKINS, eminent Teachers of that Commonwealth.

"The fact is, the nobility of teaching is a good subject for declamation; but let no young man or woman be deceived thereby. However noble it may be intrinsically, it is practically the most laborious and thankless of all professions, and is not as apt to lead to wealth, or what the world calls honor, or even to "society," as the business of selling peanuts or popcorn." — *Id.*

### What Every Young Man Should Do.

1. Every young man should make the most of himself, intellectually, morally, socially, and physically.
2. He should depend on his own efforts to accomplish these results.
3. He should be willing to take advice from those competent to give it, and to follow such advice, unless his own judgment or convictions, properly founded, should otherwise direct.
4. If he is unfortunate enough to have a rich and indulgent father, he must do the best he can under the circumstances, which will be to conduct himself very much as though he had not that obstacle to overcome.
5. He should remember that young men, if they live, grow old, and that the habits of youth are oftener than otherwise perpetuated in the mature man; Knowing this fact he should govern himself accordingly.
6. He should never be discouraged by small beginnings, but remember that nearly all great results have been brought out from apparently slight causes.
7. He should never, under any circumstances, be idle. If he cannot find the employment he prefers, let him come as near his desires as possible, he will thus reach the object of his ambition.
8. All young men have "inalienable rights," among which none is greater or more assured than the privilege to be "somebody." — *Exchange.*

### Children's Selfishness.

A love of property is generally considered so harmless in a child that it is encouraged rather than controlled. But surely it would be wiser, as well as more in accordance with truth, to bring up a child with the idea that almost all that it enjoys is lent or given to it by others, and that very little is really its own. Out of that little, not out of other people's property, should come the gifts of the child; the constant sharing with others of all which it most enjoys, not being enforced as a painful duty, but permitted as a privilege, without which no good thing would be either truly good or sweet.

There are parents who conscientiously make their children always pick off a little crumb from their cake for the mother, the nurse, or perhaps the elder sister, who has conscientiously received the crumb into their mouths with many grimaces, indicating the immense value and magnitude of the gift, while the little hero who has conferred this vast benefit sits down with satisfaction and gobbles up his huge slice of cake. This is considered to be making the child generous; but alas! how little is this generosity like that which will be required of him afterwards, perhaps at some heart-rending sacrifice, before he can be a truly generous man.

I know of nothing more likely to produce the effect desired with regard to property than the making of an equal distribution, wherever this can be done. The child, I think, should give as much as he takes himself, just as we are required to do in after-life by good manners and good feeling. And here would be another useful lesson, that of teaching the child to share the common lot without complaining, than which there are few lessons more desirable to be learned in early life, few more difficult to learn for the first time in mature age. — *Harper's Weekly.*

### Permanent Teachers. (1)

In nearly one-half of our schools, teachers are changed twice a year. This glaring evil of perpetual change claims special attention. In chemistry, in the arts and agriculture, experiments, however expensive, are often necessary and useful. Persevering trials and repeated failures usually precede, and sometimes suggest valuable inventions. But for all experimenting, the most needless, costly, and fruitless, and yet the most common, is the practice of "placing a new hand at the wheel" annually, or even twice a year, in our school-houses. When passing Hurl Gate in a storm, some weeks since, I observed how much the apprehensions of passengers were quieted by the simple statement "Our good captain has run safely on the Sound for forty years." The assurance that an experienced hand guided the helm at once inspired hope and confidence. But if false economy, prejudice, caprice, or favoritism, placed new captains or pilots twice a year on our noble "Sound steamers," how soon would they be condemned and forsaken by an indignant public! And yet not a few committees in our districts, from mere whim or pique, or more often from open nepotism, practice a system of change in teachers which introduces confusion, waste, weakness, discouragement, and often retrogression, in the place of system, economy, efficiency, and progress. This is the prolific source of most serious defects now hindering the usefulness of our schools. True, there has been an encouraging advance for some years in respect to the permanency of teachers. But my own observation convinces me that there is a pressing need of far greater progress in this direction.

There are still many towns which retain the old system of semi-annual changes, male teachers in the winter and female in the summer, and even in each successive summer and winter the same teachers are too seldom reemployed. In such places, I find

(1) Changing, perhaps twice a year into once, this article applies equally to Canada as to Connecticut; therefore would we call the earnest attention of parents, in general, and School Commissioners and Trustees, in particular, to its vital importance.