

considerations and to such as are naturally evolved from them. We assure them, that to them no less than to Normal Schools, Boards of Commissioners, or Teachers, will be owing the success, or non-success, of our Common School System.

THE PEDAGOGUE IN LITERATURE.

As good-natured schoolmasters sometimes give bon-bons to their boys that they may be willing to learn the first elements.

WHAT a *rara avis* a schoolmaster of the class which Horace describes must have been! If not duly appreciated by his boys, he should at least have been a favorite of the confectioners of that day, especially if he were very liberal in dispensing his bon-bons. It would be difficult, Horace notwithstanding, to convince the boys of a generation ago that something else was not dispensed besides bon-bons; and that the arduous thorny paths of learning were made so flowery and enticing, and that tardy strugglers were not impelled by other means to drink the Pierian spring or climb Parnassus' heights. No, no, we can hardly believe one of these "good-natured" schoolmasters a representative of the craft in those times; he must have been an exceptional type, delicately sensitive too, and keenly sympathising with the woes and bewilderment of school-boys; or, perhaps, he had at one time waged fierce warfare with the subjects of his scholastic realm, and having got the worst of the battle, was compelled to pay a sort of tribute for a suspension of hostilities.

His own schoolmaster could not have been of the class alluded to in this passage; for we have Orbilius Pupillus made infamous to all time by the stinging remembrance Horace had of him as a teacher; and he alludes to him on account of his flogging propensities by the title of *plagosum* (fond of flogging) in his Epistle to Augustus.

We have in this wonderful age of metamorphosis and progress changed a good deal, and the pedagogical type has no less escaped the transforming influence of the age; so whatever characteristic delineation we give, must be drawn in a great degree from the traditionary accounts handed down by previous generations, when pedagogues were installed to rule in dominant dignity and undisputed sway in their learned domain, with something like the Divine right of kings, and when there was no possibility of relinquishing their high office for mere showy worldly allurements. The supporters of Darwin's theories may here find another example of "The Transformation of Species;" and the youth of a succeeding age, when the terrible despots of the ferule, with all his awful surroundings, is put before them, may look with something of the same awe and incredulity as we ourselves do when these terrible reptiles and ferocious monsters of former geological periods are placed before us in their repulsive outlines. Still there are certain traits, or as the French would say, *habitudes* of the type that cannot wholly be eradicated; indeed they must, in spite of individual temperament and circumstances, cling to it, as they constitute its very *raison d'être*, and are inseparable from any lengthened discharge of its functions.

Mankind, justly or unjustly have pretty generally agreed on attributing certain superficial foibles to the pedagogical class as invariably associated with it, and infallibly distinguishing it from every other. It has been plausibly insinuated in defence of a useful but much maligned class, that there is here a little gratuitous spite; and that in this manner the blockheads of former days, who as urchins were birched and battered to expedite their loitering steps, have taken this mean way to revenge themselves on their tormenters by belittling them and holding them up to the contempt of the world.

Somewhat or other, we generally meet an apologizing or indulgent manner towards the class. It is taken for granted that there are certain shortcomings always accompanying a teaching career, such as are necessarily contracted from its demands and pursuits; and therefore we have fixed on a certain standard to measure the pedagogue as a class, and writers have remarkably agreed upon certain salient outlines of this standard. We observe frequent allusions in kindly extenuation of the poor man's infirmities, and sometimes his severity is kindly excused as in the following:

"Or if severe in aught,
The love he bore to learning was in fault."

It is remarkable how intimately the idea of punishment has been associated with teaching from all time; and scarcely ever do we find an allusion to a pedagogue without at the same time a reference to his flogging propensities. It would seem that mankind, when everything else of the teacher's influence was forgotten, have only remembered the pains connected with his own. If there should be set up in some Museum of Curiosities a picture of a pedagogue of a former epoch, to which we could point the pampered, delicately trained youth of the present day, and remind them how much they are indebted to the refined, benevolent spirit of the age for their deliverance from a *monstrum horrendum*

that inflicted such untold-of woes on the youth of former times, it might be in the following style:

In his noisy mansion, seated on a pedestal, he should be enthroned as monarch of all he surveys; his brow wearing a fepri-manding menace to juvenile antics and puerile peccadilloes, or scowling on scholastic shortcomings; his face betoken the condescending compassion of profound knowledge for untutored ignorance; in his hand a large broad ruler, the emblem of his power, the woeful instrument of executive justice, and the signal of terror to all within his jurisdiction; while a little way off would be seen a yelping urchin, who had his tricks just terminated or his efforts stimulated by its application.

"And he sits, amidst the little pack,
That look for shady or for sunny noon,
Within his visage like an almanack—
His quiet smile foretelling gracious boon:
But when his mouth droops down, like rainy moon,
With horrid chill each little heart unwarms,
Knowing that infant show'rs will follow soon,
And with forebodings of near wrath and storms
They sit, like timid hares, all trembling on their forms."

An old writer pleasantly refers to the liberality of stripes in his time:

"From Paul's I went, to Eton sent,
To learn straightways, the Latin phrase,
Where fifty-three stripes given to me
At once I had.

"For fault but small, or none at all,
It came to pass thus beat I was:
See, Udai, see, the mercy of thee
To mo poor lad."

Not every one preserved such a kind and appreciative remembrance of the benefits of the rod as did Hood, who thus alludes to the birching habits of his days:

"Ay, though the very birch's smart
Would mark those hours again,
I'd kiss the rod and be resigned
Beneath the stroke, and even find
Some sugar in the cane."

In the description of this class by writers, there is one trait which they all set forth prominently: it is the ostentatious display they are addicted to make of their knowledge, and their parade of Latin phrases and quotations, as well as a verbose formal manner of speaking; and here we may note a very interesting etymological fact, namely, that in consequence of this disposition the word *pedant*, which Shakespeare uses as a synonymous term for schoolmaster, came in the course of time to be applied to any one who vainly and ostentatiously displays his learning.

The character of Holofernes in "Love's Labor Lost" shows out this trait in a masterly manner. There we observe how on every matter, in every way, the pedant or schoolmaster makes use of his Latin; and whatever knowledge besides he possesses, he parades on all possible occasions. So noticeable was this parade and ostentation, that Moth observes to Costard: "They have been at a great feast of languages, and stolen the scraps;" to which Costard replies: "Oh! they have lived long on the alms-basket of words. I marvel thy master hath not eaten thee for a word."

Admirably does Sir Walter Scott indicate this trait in his "Dominie Sampson." He shows him too as given to tiresome verbosity, and a constant use of Latin quotations, with the same stilted, formal mode of speaking. We cannot help observing how exact in this respect is the resemblance between the two characters. Holofernes is represented to us as possessing more vivacity and humor with a rollicking joviality. Goldsmith, too, has not failed to point out this same liability to high sounding words in his description of the "Village Schoolmaster:

"While words of learned length and thundering sound,
Amazed the gazing rustics ranged around—
And still they wondered, and still the wonder grew,
That one small head could carry all he knew."

Quaint Thomas Fuller alludes to this pedantry in this manner: "Out of School he is no whit pedantical in carriage or discourse; contenting himself to be rich in Latin, though he doth not jingle with it in every company in which he comes."

With the personal appearance and peculiarities of the schoolmaster writers have generally made much merriment, and in this respect the craft has been more severely caricatured. To a full-formed, corpulent well dressed pedagogue would be almost a phenomenon. The typical one must have a gaunt, spare form, thread-bare but neat garments, not cut in any modern style, or worn after any modern fashion; a figure of a rugged type, somewhat angular of course, and rather long,