

A sacred Presence brooded round,
A halo of divinest Name;
The memory of the mighty name
That makes Mount Vernon hallowed ground.

A stately silent group was there—
The nation's Ruler crowned with years,
And England's Prince amid his peers
Uncovered in the reverent air.

Beneath the old ancestral trees
They walked together side by side
In sun and shadow, close-allied,
Linked in the happy bands of Peace.

Two friendly nations met in them,
Two mighty nations, one of old,
On a in the same gigantic mould.
Shoots from the sturdy Saxon Stem.
They gathered round his holy dust.
The wisest of the many wise.

That shaped our early destinies,
And fought our battles, sternly just.
And gloried in his common Name
Forgetting all things but his fame.
Remembering only what was good.

'Twas gracefully and nobly done.
A royal tribute to the free,
Who, Prince, will long remember thee,
Before the Grave of Washington!

EDUCATION.

Teaching Power.

(Concluded from our last.)

The elementary teacher must be a man of *action*: his functions are aggressive and call for the exercise of decision of character, a prompt judgment, a ready skill, and a facile intelligence. A passive, impressible, abstracted, or an exclusively literary character, however pleasing as the subject of speculation in connection with some offices, is foreign to the business of properly conducted schools.

To show how a skillful well trained educator can conduct a school, I shall take the liberty of copying the following passage from one of the Hon. Horace Mann's Annual Reports, in which he gives an account of some Prussian and Saxon schools, highly interesting and instructive.

He writes, "on reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and Saxony, entering the schools to hear the first recitations in the morning and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

1. During all this time, I never saw a teacher hearing a lesson of any kind, (excepting a reading or spelling lesson), with a book in his hand.

2. I never saw a teacher sitting while hearing a recitation.

3. Though I saw hundreds of schools, and thousands—I think, I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—from the explanation of the simplest words, up to belles-lettres disquisitions, with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying and trigonometry; in book-keeping; in civil history, ancient and modern; in natural philosophy; in botany and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world and of society; in Bible history, and in Bible knowledge;—and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the

occasion demanded. I remember calling one morning at a country school in Saxony where every thing about the premises, and the appearance, both of teacher and children indicated very narrow pecuniary circumstances. As I entered the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a particular period in the history of France but mentioned, as he proceeded, all the contemporary sovereigns of neighbouring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for, towards the close, the teacher entered into a strain of thought, from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen, and ink before them, and took brief notes of what was said. A small text book of history was used by the pupils, which they studied at home.

I have said that I never saw a teacher sitting in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

These incitements and endearments of the teacher, this personal ubiquity, as it were, among all the pupils in the class prevailed much more as the pupils were younger. The habit of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of hiring cheap teachers because the school is young, or incompetent ones, because it is backward!

Respecting treatment, Mr. Mann writes as follows:—

"The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish dotings or indulgence to which parental affection is prone.—I heard no child ridiculed, sneered at, or scolded for making a mistake. On the contrary, when ever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure, not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled or bereft of his senses through fear. Nay, generally, at the ends of the answers the teacher's practice is to encourage him with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him, with his slow and painfully articulated 'no'; and this is done with a tone of voice that marks every degree of *plus* and *minus* in the scale of approbation and regret. When a difficult question has been put to a young child, which taxes all his energies, the teacher approaches him with a look mingled with concern and encouragement: he stands before him, the light and shade of hope and fear alternately crossing his countenance; he lifts his arms and turns his body,—as a bowler who has given a wrong direction to his bowl will wrathe his person to bring the ball back upon its track: and, finally, if the little wrestler with difficulty triumphs, the teacher congratulates him upon his success, perhaps seizes him, and shakes him by the hand, in token of congratulation; and when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms and embrace him, as though he were not able to contain his joy. At another time, I have seen a teacher actually clap his hands with delight at a bright reply; and all this has been done so naturally and so unreflectingly as to excite no other feeling in the residue of the children—than a desire, by the same means, to win the same caresses.—What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give any thing, bear any thing, sacrifice any thing, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences, like these!"

Hoping that what I am now writing will meet the eye of not a few of our teachers, I take the liberty of making one or two other extracts from the same gentleman's Reports of German schools, and those of others.—Let us compare their method of teaching the alphabet, and first lessons in teaching reading with that practised as yet in nearly all our schools.—"There, the children, before they are taught letters, are put through a course of logical training; or oral teaching in exercising the powers of observation and expression, thus preparing the mind for commencing a course of instruction.

After a suitable time spent in such exercises, the teacher then proceeds to learn them the elements of words and reading.—The first step is to exercise the organs of sound till they have acquired perfect command of their vocal powers; and this after the previous