

pressed, and tempted to give outward expression to the feeling, has the remembrance of Annie's wish saved me from it, and constrained me, for the children's sake, to be cheerful and happy. Be careful not to bring sorrow upon a child. The path of life will prove a rugged one to the little feet at best, and let us who have to do with children, strew as many flowers as we may be; remembering the time when we, too, were children, and how exquisite were our own childish joys and sorrows.—(*Connecticut Common School Journal*.)

Substance and Show.

In the age of high steam-pressure for show, when so much of energy is expended in rearing superstructures, and so little in laying foundations, teachers should be especially guarded. There is great temptation, to leave the substantial and fundamental, where faithful and earnest labor makes very sparing manifestation; and to direct attention to the more special and ornamental, where a little labor makes a very noticeable display. And not only is the teacher prompted to this course by selfish motives, but he is also often urged to it by parents. Parents like to have their children distinguished for something. If, therefore, a child happens to show any special aptness in any particular branch of study, then the parent will request that that branch may receive careful attention. And most certainly here is the very point where the teacher can strike so as to make every blow tell to his own advantage; therefore the child is pushed forward in this branch to the neglect of others, and thereby the true foundation of his education is broken up, and the balance of his mental development destroyed.

Again, there is perhaps, a growing disposition to introduce gala days and manipulating exercises just for the amusement of such visitors as can appreciate nothing more substantial. Nothing should be said disparagingly of these exercises, provided they are kept in their proper places: especially manual exercises, in primary and intermediate schools, should be practiced much more extensively than they now are. But in many schools a few of these exercises are learned, and then practiced only when visitors are present. Such exercises are, of course, wholly void of substance and ought to occasion no approbation, but rather censure. These exercises should always hold a secondary place, since they in no way constitute the objects of the school. They should be regarded as recreations, and as such should have a definite place in each half-day's exercises.

The desire of show, also often predominates with teachers in their choice of schools or of classes. To be a teacher of geography, arithmetic, and grammar, is too common-place; and to be a teacher of a primary school can only be mentioned with many palliating explanations; but to be a teacher of French, music, or drawing, or of any of the ornamental branches, has a very charming sound. But whoever looks with disrespect upon any of the substantial departments of educational labor, will not be likely to grace any position as a teacher. Such seek not to do honor to their position, but to have their position do honor to them. They should be looked upon with suspicion by themselves, and by all who have the best interest of education at heart.

There are two classes of teachers which form a living embodiment of substance and show. A teacher of the one class possesses a well disciplined mind and always takes an enlarged view of his work. He sees in every child coming into the school-room a composition of germinating powers and emotions, for the symmetrical development of which he feels responsible. In assigning him to his classes, he is not governed by mere caprice, nor the child's wishes; but carefully informing himself of his present attainments, and knowing the adaptation of each study to develop mind, he will select one from each of the three fundamental departments of study (unless the child is very young) well suited to adjust his present powers, and to build them up in perfect symmetry. Nor will he rest satisfied with his own present attainments in knowledge, but will be constantly extending his investigation into the hitherto unexplored fields of science, and be especially fond of reasoning from first principles. Such a teacher thus feeding upon substance, becomes the very embodiment of it, and will be very sure to develop it in his pupils.

A teacher of the other class often possesses a drifting sort of mind, and always takes a contracted view of his work. He regards the child not as possessing powers and emotions, but as possessing vacant depositories into which knowledge may be stowed. In selecting studies for any child, he does not look to development, but to that which will appear best. In arranging the exercises of his school, those which make display must stand first, all others must have a secondary place. His own studies he entirely neglects, except such as he can bring into immediate use. He never reasons from first principles; and in his reading, any pieces which discuss principles

relating to his profession even, he carefully avoids. He likes to read narratives of school incidents; and especially items of experience from successful teachers, because these he can counterfeit. Indeed, his highest success depends upon his ability to counterfeit. At best, he is but a servile imitator, a mere quack, copying the prescriptions of thinking men. Such a teacher has no substance in himself, and hence can produce none in his pupils.

We need thinking men; authors and not transcribers; teachers who will work from principle, looking not to outer appearances, but to inner development and power. With such teachers there will be less of brilliant display and show found in our schools, and more of real man-making substance.—(*Connecticut Common School Journal*.)

The Model Scholar.

A Word to the Boys and Girls of our Common Schools.

A word in your ears, boys and girls. There are many thousands of you scattered among the hills and valleys of the old Granite State, and gladly would I whisper what I have to say in the ears of you all. Perhaps your teachers, if they think it of sufficient importance, will take the trouble to read it to you, that you may all hear it. Now some of you are strangers to me and some are not, but that shall make no difference. You are scholars in our schools, those little nurseries where many, whom the world now honors as great and good, spent the happy hours of their boyhood and girlhood, and sowed the seeds of their present renown and heart-worth. I think I speak not vain words when I say, I love scholars and feel a deep interest in their present and future welfare—when I call myself their fast friend. I see in them germs which, with proper care and culture, will by and by open to beautiful blossoms diffusing all about them a hallowed, life-giving fragrance to make glad the great garden of the world. I know very well how much each needs this kindly care and nurture in the morning of life that these germs in their unfolding may all along woo the very sunshine of happiness to their hearts, and shower precious blessings upon the heads of others, and therefore would I extend to each a friendly hand to lead them in wisdom's pleasant ways, and do what I can to give loveliness of character to each bursting bud of promise. Thus would I prove myself their friend. Now, I dare say, we should all become good friends very soon, if we could become personally acquainted with each other. But since that cannot be, most of us must be contented with imagining ourselves *unseen* friends. As such, then, let us gather together for a little friendly intercourse. We will suppose school is done for the day, we have finished our usual "chores," and the evening is before us for our own quiet enjoyment. It is dark and wintry without, but within there is a bright fire glowing in the grate, and our apartment is the very picture of comfort and cheerfulness. So with happy hearts we will gather about the hearthstone, for the evening's entertainment.

Well, here we all are, a gladsome company. You have come at my request and, of course, it belongs to me to state the specific object of this friendly gathering. This I shall now do. It is this. I wish to tell you some of the characteristics or marks of a *model scholar*, such as I shall suppose you each have a desire to be. Are you all ready to hear? Well, then, to begin.

1. *The model scholar loves his school.* It is no irksome task for him to go there. He needs no persuasion, no compulsion. As often as the morning comes, with his little bundle of books, a glad heart and a light step he bounds away to meet his loved teacher and playmates. The very sight of the old school house down by the brook, or on the quiet hillside, thrills him with joy. No matter how shabby it is in its external appearance or how inconvenient within—some of you know there are poor school-houses, disgraceful school-houses—it is still a pleasant spot. He may wish it were nice and comfortable, with a good play-ground and beautiful shade-trees, but he does not let this prevent him from loving to go there, nor from making the most of its precious privileges. He has a noble end in view which he cannot accomplish so well anywhere else, and this it is that hallows in his affections every nook and corner, and makes him delight to be there.

2. *The model scholar is always punctual.* He shrinks from the very thought of being absent and tardy. Nothing but circumstances beyond his control will ever hinder him from being in his place at the appointed time. The thousand and one excuses some are always pleading to justify tardiness and absence, are powerless with him. He loves play, he loves visiting, but each in its own time. He never will intrude them on the sacred hours of the school. He knows that these things break up system and order, and make sad havoc