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Poetry.

VALEDTORY.

RESPECTFULLY INSCRIBED TO THE DRESDEN SCHOOL BY THE TEACHER, MISS A. MARSHALL.

Can it be true that I must part,
With these I love so well,
Must give the parting hand and go
Away from them to dwell;
No more to meet their playful smiles,
Or share their merry glee—
No more with them in solemn prayer,
To bow the suppliant knee.

Ah! yes, the time draws to a close,
And I must bid farewell,
To this dear happy youthful band,
With whom I love to dwell.
But while I bid you all adieu,
The tears unbidden start,
Yet faith points to a time when we
May meet no more to part.

With you, my pupils, ever dear,
I've met day after day,
For fifteen months now past and gone,
Nor wished from you to stay;
For in the school I loved to meet,
Your smiling faces bright;
And hear your voices softly raised,
Your lessons to recite.

You heeded not the Summer's heat,
Nor feared the Winter's cold;
But to the school room found your way,
With footsteps firm and bold:
The path of learning to pursue,
Your youthful minds to improve,
And store with various sciences,
With virtue and with love.

But now the solemn hour has come,
And we must parted be;
Permit me, then, my pupils dear,
To say, "Remember me."
When youth and beauty fade away,
And age is drawing nigh,
Remember when I said to you,
These solemn words, "Good-bye."

And if we never more should meet,
On this side of the tomb,
May heaven's angels guard you to
Your everlasting home:
Where Jesus says we all may come,
And never more to part,
May dwell with joy at His right hand,
The Teacher and the taught.

Dresden Dec. 9th, 1861.

WHY TEACHERS FAIL.

Of the large number of those who engage in the work of teaching, but few, comparatively, are successful. A very large majority teach but a short time and with no true success. It may not be unprofitable to consider some of the reasons for these numerous cases of failure in teaching. That such cases are numerous, no one will question,—but why they are so numerous, but few stop to consider. It

will be one object in this article to name a few of the more prominent reasons as they occur to us.

1. *Want of sufficient education.* It is often the case that persons enter the teacher's desk with a very limited educational capital. By the favor of some relative or the committee, and by the direct or indirect connivance of the examiners, they are entrusted with work for which they have no proper qualification. From want of the requisite knowledge, they fail to interest their pupils or to awaken any true love for school and its exercises. They "keep the school" for the stipulated time, but in no true sense do they teach it. At the expiration of their term they take their pay, having rendered no equivalent: indeed the district would have been the gainer if the money had been paid and the services dispensed with,—for no school is better than a poor school.

2. *An excess of education.* This may seem rather paradoxical. It is, however, unquestionably true that some know too much,—in their own estimation,—to teach a common school. Knowledge proves a power, only where it is clearly possessed and wisely directed. A teacher with a little knowledge, well secured and earnestly and intelligently used, is better than one who possesses vast knowledge but who has a very sparse stock of sound common sense.

3. *Want of a lively interest in the work.* No one can expect true success to attend any work in which he engages with feelings of indifference. Especially is this true of teaching. The true teacher will love his work and ever study to promote the growth and development of the minds intrusted to his care—and his earnest devotion to his chosen work will awaken kindred feelings in his pupils.

4. *A lack of confidence.* If an excess of confidence is undesirable, a deficiency is equally so. A degree of it is indispensable to true success. To feel that we can do a certain work will do much to make its accomplishment certain. That teacher who has a constant feeling of inability to do the work required of him will be very likely to fail of success.

5. *A want of true courtesy.* If a teacher would be in the truest sense successful and useful, he must have the respect and good wishes of those with whom he is called to labor. A lack of genuine politeness has done much to prevent the usefulness of many a teacher. A rough exterior, negligence of personal appearance and dress, unpolished and abrupt modes of address or excessively formal and frigid manners, have, in many cases, blighted the prospects of teachers whose intellectual qualifications were ample.—Teachers should cultivate genial feelings, and ever meet parents and pupils with that cordial and kindly spirit which will do so much to call forth heartfelt respect and co-operation. A kind word and pleasant look will gain friends and friendly aid,—while stern looks and uncounted modes of expression will be sure to awaken unfriendly feelings. A want of genuine politeness has proved a prominent and frequent cause of failure in the teacher's vocation.

6. *Want of professional feeling and interest.* "Every man," said Webster, "owes a debt to his profession." By this we understand that every member of a profession is under obligations to do what he can for the elevation of his profession. This he must do by promoting his own improvement, by uniting with others in associational and in various ways by manifesting a professional interest and feeling,—a true *esprit de corps*. A teacher who secludes himself, withdrawing from all efforts and meetings for mutual improvement, may keep a good school,—but as a man and a professional teacher he will fall far behind the mark. If his own views, plans and results are entirely satisfactory to himself, he will, if he has true professional feeling, gladly communicate them to others and not be content to hide his light as under a bushel.

We would then advise all teachers who would make success sure, and do all the good they can, to unite heartily in every effort and plan designed for the good of their profession. By the very means adopted for professional improvement, personal profit and advancement will be secured.—

Con. C. S. Journal.

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