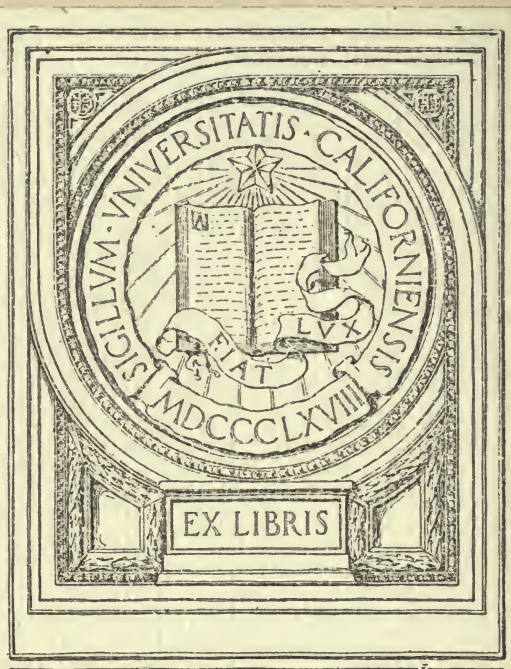
The Young Man and Teaching

Henry Parks Wright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VOCATIONAL SERIES

EDITED BY

E. HERSHEY SNEATH, PH.D., LL.D., YALE UNIVERSITY

THE YOUNG MAN AND TEACHING

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THE YOUNG MAN AND TEACHING

BY

HENRY PARKS WRIGHT, PH.D., LL.D.
Professor Emeritus, Yale University, and
Formerly Dean of the College

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TO

PROFESSOR HENRY BURT WRIGHT, PH.D.

FRIEND AND COLLEAGUE,
THIS SERIES, THE FRUIT OF HIS SUGGESTION,
IS DEDICATED BY THE EDITOR

EDITOR'S PROSPECTUS

One of the most important decisions a young man is called upon to make relates to the determination of his life-work. It is fraught with serious consequence for him. It involves the possibilities of success and failure. The social order is such that he can best realize his ends by the pursuit of a vocation. It unifies his purposes and endeavors — making them count for most in the struggle for existence and for material welfare. It furnishes steady employment at a definite task as against changeable effort and an unstable task. This makes for superior skill and greater efficiency which result in a larger gain to himself and in a more genuine contribution to the economic world.

But a man's vocation relates to a much wider sphere than the economic. It is intimately associated with the totality of his interests. It is in a very real sense the center of most of his relations in life. His intellectual interests are seriously dependent upon his vocational career. Not only does the attainment of skill and efficiency call for the acquisition of knowledge and development of judgment, but the leisure that is so essential to the pursuit of those intellectual ends which are a necessary part of his general culture is, in turn, dependent, to a considerable extent, upon the skill and efficiency that he acquires in his vocation.

Nor are his social interests less dependent upon his life-work. Men pursuing the same calling constitute in a peculiar sense a great fraternity or brotherhood bound together by common interests and aims. These condition much of his social development. His wider social relationships also are dependent, in a large measure, on the success that he attains in his chosen field of labor.

Even his moral and spiritual interests are vitally centered in his vocation. The development of will, the steadying of purpose, the unfolding of ideals, the cultivation of vocational virtues, such as industry, fidelity, order, honesty, prudence, thrift, patience, persistence, courage, self-reliance, etc.— all of this makes tremendously for his moral and spiritual development. The vocationless man, no matter to what class he belongs, suffers a great moral and spiritual disadvantage. His life lacks idealization and is therefore wanting in unity and high moralization. His changeable task, with its changeable efforts, does not afford so good an opportunity for the development of the economic and social virtues as that afforded the man who pursues a definite life-work. It lacks also that discipline — not only mental, but moral — which the attainment of vocational skill and efficiency involves.

But notwithstanding the important issues involved in a man's vocational career, little has been done in a practical or systematic way to help our college young men to a wise decision in the determination of their life-work. Commendable efforts are being put forth

in our public schools in this direction, but very little, indeed, has been done in this respect in the sphere of higher education. To any one familiar with the struggles of the average college student in his efforts to settle this weighty question for himself, the perplexities, embarrassment, and apparent helplessness are pathetic. This is due largely to his ignorance of the nature of the professions and other vocations which appeal most strongly to the college man. Consequently, he does not know how to estimate his fitness for them. He cannot advise to any extent with his father, because he represents only one vocation. Neither can he advise advantageously with his instructor for he, too, is familiar with the nature of only one profession.

For this reason, a series of books, dealing with the leading vocations, and prepared by men of large ability and experience, capable of giving wise counsel, is a *desideratum.* Such men are competent to explain the nature and divisions of the particular vocations which they represent, the personal and educational qualifications necessary for a successful pursuit of the same, the advantages and disadvantages, the difficulties and temptations, the opportunities and ideals; thus, in an adequate way, enabling the student to estimate his own fitness for them. They are also able to make valuable suggestions relating to the man's work after he enters upon his vocation.

Fortunately, in the present Series, the Editor has been able to secure the services of some of the most eminent experts in the country to prepare the respec-

tive volumes — men of large knowledge and experience, who have attained wide recognition and genuine success in their "callings." It is a pleasure to be able to place at the command of hundreds of thousands of students in our American colleges the wise counsel of such experienced and distinguished men.

The "Vocational Series" will consist of twelve books written by representatives of different vocations, as follows:

1. The Young Man and the Law
   Hon. Simeon E. Baldwin, LL.D., Professor of Law, Emeritus, Yale University, ex-Governor and ex-Chief Justice of Connecticut
2. The Young Man and the Ministry
   Rev. Charles R. Brown, D.D., LL.D., Dean of the School of Religion, Yale University
3. The Young Man and Teaching
   Professor Henry Parks Wright, Ph.D., LL.D., Professor Emeritus and formerly Dean of Yale College
4. The Young Man and Medicine
   Lewellys F. Barker, M.D., LL.D., Professor of Medicine and Chief Physician, Johns-Hopkins University
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   Chester Sanders Lord, M.A., LL.D., formerly Managing Editor New York *Sun*
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   Charles F. Scott, Sc.D., Eng.D., Professor of Electrical Engineering, Sheffield Scientific School, Yale University
10. The Young Man and Civil Engineering
    George F. Swain, LL.D., Professor of Civil Engineering, Harvard University
11. The Young Man and Farming
    L. H. Bailey, M.S., LL.D., formerly Director of College of Agriculture, Cornell University, and Editor of Cyclopedia of American Horticulture, Rural Science Series, Garden-Craft Series, Rural Text-Book Series, Cyclopedia of Agriculture, etc.
12. The Young Man and Government Service
    Hon. William Howard Taft, D.C.L., LL.D., ex-President of the United States, and Professor of Law, Yale University

The Author of this volume — *The Young Man and Teaching* — the late Professor Henry Parks Wright, Ph.D., LL.D., of Yale University, had large experience as an instructor, covering more than forty years, and as Dean of Yale College from 1884 to 1909, was eminently qualified to give wise counsel to young men contemplating the work of teaching. In this book the Author has rightly devoted much space to teaching in high and preparatory schools. The majority of college men who enter upon the profession of teaching begin their work in the field of secondary education. The Author has, therefore, given special attention to teaching in secondary schools. For those who are to enter immediately upon the work of college teaching, Chapter VIII will be found especially helpful.

Professor Wright has also given large space to the important matter of discipline. Many men, well informed in the subjects they are to teach, and well equipped in methods, fail as teachers because of their inefficiency in matters of discipline. The Author's unusually successful career as Dean of Yale College renders his counsel on this important subject of exceptional value.

E. Hershey Sneath.

PREFATORY NOTE

When a young man has in mind the choice of any particular profession, he wishes to know (1) what the profession has to offer him; (2) whether he possesses such personal qualifications as will enable him to have a good degree of success in it; and (3) how best to prepare himself for the work. If he selects the profession, he wishes to get as early as possible what guidance he can from the experience of other men who have gone over the same road before him. To be helpful to one who wishes to decide whether it will be wise for him to adopt teaching as his profession, or to one who has already adopted it and is just entering upon his new work, is the aim of this book.

The material here presented has been drawn mainly from personal experience and observation. I look back upon my undergraduate college days with an increasing appreciation of the faculty by which my class was taught. Twenty men gave the instruction during four years to a class numbering in all one hundred and seventy-seven students, and these were men who left the impress of their high character upon their pupils. My experience as a teacher extended over more than half a century, beginning with a few years in the common schools of Massachusetts, continuing for three

terms in one of the largest private schools of the West, and ending with forty years in the College Department of an eastern university. I have had as teachers and as colleagues many who have ranked among the best in their profession, and chiefly from these I have drawn my ideal of what a teacher ought to be. I would not have any one suppose that I assume to have lived up to the standard which I have here set. I have profited by my mistakes and by the discovery of my own deficiencies.

In Chapter XI will be found brief sketches of a few of the masters who have shown unusual talent for training boys and whose positions have given them great influence in establishing and maintaining a high standard of teaching in American secondary schools. I have thought that some acquaintance with the life and character, aims and methods of these teachers would be interesting and helpful to a young man who adopts teaching as his profession. Much of the information given in this chapter is taken from books and pamphlets that are preserved in only a few libraries, and hence are not generally accessible to teachers in the preparatory schools. Ezekiel Cheever rightly stands at the head of this list because of his position as the first great American schoolmaster and also on account of his very long period of service.

New Haven, November 30, 1916.

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THE YOUNG MAN AND TEACHING

CHAPTER I

TEACHING AS A PROFESSION

Important considerations in the choice of a profession. Obligations to society and to the state. Teaching offers opportunities for the highest kind of service. Keeps one young and enthusiastic. The teacher has much time for private study and for recreation and can lead an independent and systematic life. The large demands of the vocation make it inviting. Great variety of subjects in which one may prepare himself to teach. A chance offered to secure an immediate income after graduation. Teaching in college and in secondary school. Opportunities for administrative work. Opportunities for college men in public schools. Urgent call for good teachers to train the young to become loyal American citizens. Teaching a satisfactory vocation.

In making choice of a vocation, there are two considerations that seem to me most important,— first, one's natural qualifications, and, second, the opportunities which the vocation offers for a useful and satisfactory life. We may not have ambition to be widely known or to get high position. But the desire to succeed in what we undertake is common to us all. It is evident that we shall make the most of our lives if we toil in a field which nature has plainly marked out for us and if we are urged on by the belief that the work we are doing is a real service.

Our obligations to the state and to society forbid the choice of a calling from purely selfish motives. We may take to ourselves credit for having made good use as students of the opportunities open to us; but whence came these opportunities? What have we that we have not received? Everything that we possess that makes life worth living has come down to us, directly or indirectly, from others,— a few of them our immediate predecessors, but the vast majority men unknown to us, who lived before our time, many of them centuries before. By their struggles and sacrifices and discoveries, the rights and privileges, the comforts and conveniences that we enjoy have been accumulating age after age, and have been preserved to be an inheritance of the people of this generation. The world will continue to grow better, whether you and I help or not; but we can do a little to help, and it is a great privilege for us to have a part in this forward movement, by which something more than we have received is to be handed down to those who come after us.

The institutions of education whose advantages we have shared, from the public school to the university, have been established and supported by the state or the city, or by the gifts of private individuals. This places us under obligations to use what we have acquired in school and college for the public good. We owe much to the nation of which we are a part. We live under its protection and have the privileges of citizenship in a land where the people rule. Every able-bodied young man recognizes his obligation to serve

as a soldier in the nation's defense in time of war. He is no less under obligation to be a loyal and helpful citizen in time of peace, and as such his place is where he is fitted to accomplish most for the common welfare.

We should have in mind not so much what we can get out of a vocation, as what we can put into it. The life of a teacher presents a strong appeal to a young man because of the opportunities which it offers him for the best kind of service. What more useful profession than that which has for its life-long mission the training of those who are to be the citizens of this republic in the next generation, who are to hold its offices and direct its business interests, and who are to be its guardians and defenders? A man ought not to become a teacher if he is not naturally fitted to teach; but if he has the gift, and earnestly desires to enter into a calling where his influence will help the community, he is not likely to make a mistake in choosing teaching as his profession.

The business of the teacher is to instruct thoroughly his pupils in the subjects which they come to him to learn. But his great opportunity is so to live before them that he will impress them with his sincerity and the uprightness of his life, and, by the silent influence of a good example, help them to lay the foundation of trustworthy character. If, then, you choose teaching as your vocation, you may be able to communicate to your pupils something of your own love for your work, to give them an idea of the true purpose of living, and to lead them where they will feel the joy that comes from

the discovery that they can be useful. It is not too much to believe that you will have it in your power to so guide the thoughts and conduct of many whom you instruct as to bring to them a happiness and a success that they would not have known without your influence. To make even one pupil better may be a greater service to humanity than to amass a fortune; and you may make thousands better.

As the teacher advancing in years looks back upon his work, he finds peculiar satisfaction in the thought of having taught in their youth a few men who have become renowned for their achievements in scholarship or literature, or who have risen to eminence in the professions or in public life. There is satisfaction, too, in having helped in the training of great numbers of those who, scattered over the land, have lived quiet lives of usefulness in smaller communities, where they have been respected and honored.

The teacher's life is attractive, not only because it gives you the opportunity of influencing those who are at an age when impressions are most lasting, but also for its invigorating influence on yourself. To live daily in the company of the young, who are full of enthusiasm and hope, who know nothing as yet of the serious responsibilities of later years, who are active and happy, who have faith in you and an affection for you, who make you their model in character and attainments,— this will keep you also young and fill your days with fresh enthusiasm. Their faith in you will inspire you with a faith in humanity, which the man

is in danger of losing who is in daily contact with the hard, unfeeling world, which mistrusts his motives, questions his honesty, and is ever ready to take advantage of his mistakes and inefficiency. When your work is done, there will be those who remember with true affection happy schooldays spent under your instruction, and there will be some to cherish the memory of the old teacher and be grateful for his influence over them when he has passed to the world beyond. Is there any earthly reward greater than this?

In considering teaching as a profession, it is proper to remember the special opportunities offered for private study and writing, as well as for the conservation of health, by the limited requirements of the classroom. The number of hours per day with one's classes is small, when compared with the number given to business, and the teacher has time for daily exercise and recreation which a man in business cannot afford. In the schools the classroom work is limited to five days in the week, and in nearly all schools and colleges, as the year is at present divided, not less than one-fourth of it is allowed for vacations. It is not to be inferred from this that the teacher's life is an easy one, for a considerable part of these vacation periods ought to be spent in planning and preparing for the studies of the coming term or year, or devoted to some kind of intellectual work which will make one a more efficient teacher; but they give opportunity for a pleasant change of occupation and for a relief from the wearing duties of the classroom.

The exercise of power is pleasing to many. The teacher, though under the control of the authorities that appoint him, is allowed great latitude in the management of his room, or of his school if he be the headmaster, and is a real ruler, for the most part with willing and obedient subjects. In case he is the owner as well as headmaster of a private school, he is absolute ruler of it. The responsibility of management is a great factor in self-development. The exercise of power not only begets self-confidence and self-respect, but the man who exercises it wisely, wins the confidence and respect of other men.

The systematic life of the teacher is conducive to health and happiness. Most professional men do not know in the morning what demands will be made upon them during the day, nor when their day will end. But for the teacher each day's duties are marked out in advance. He goes to his various tasks at times appointed, and one task does not interfere with another. He has a time for everything; a time to begin and a time to end. Nothing need disturb his peace to-day, and he need not dread the morrow.

To be a good teacher, one must devote to the service his mind, his heart, his strength. The large demands of the vocation make it inviting. The young man who wishes to live a life that will count is not looking for an easy position, but for one where he can accomplish something that only a few can do well. There is great satisfaction in working in a field in which there is so much opportunity for new ideas. Since Ezekiel

Cheever began his remarkable career of seventy years as the first great New England schoolmaster, there have been many good American teachers and a few that are rightly called great, but there has been no teacher of long experience who would claim that he knew all that ought to be known about the best way to train children and youth. There have been those who thought they knew it all before they began, but they have learned better by practice. This generation is showing greater interest than any before it in the study of all kinds of educational problems, and the result is better teachers and better schools. The interest is destined to continue, with increasing advantage to teachers and schools, and this will be a good movement in which to have a share. The day is past when schools and colleges treated all boys as if they had the same characteristics and ability, and must all be taught the same things in the same way. Time, character, health, life itself are involved in the process of education. What we want to know is how boys unlike in temperament, in character, and in ability may be trained so that, without risk of health, with the least waste of time, and with the least danger of moral failure, they may be best fitted to take up the responsibilities of mature manhood.

To one who selects teaching as his vocation, there are open a great number of special lines. He may prepare himself to teach the subject which he likes best, or the one which he thinks he can make most interesting, or the one that seems to be most in demand, and may

feel pretty sure of being able to limit his instruction to his specialty. A half century or so ago a teacher in an academy or a tutor in college might be required to teach any subject or any combination of subjects taken in the academy or by a college class. The same instructor at Andover taught my division in Greek, Latin, algebra, and geometry. In Freshman year in college my class was taught algebra by a tutor who became a professor of Latin, geometry by one who became a professor of American history, and Latin by one who became a professor of chemistry. While the instruction in each of these courses was good, owing to the personality of the man who gave it, the instructors did not have the satisfaction of teaching the subjects in which they were especially interested and which they were, at that time, preparing themselves to teach in later years. Now, in all the best schools, each teacher's work is limited to one subject or to allied subjects. In a well-equipped school of forty pupils, the faculty will probably include one instructor in the classics, one in modern languages, one in science, one in mathematics, one in English, one in history. If the school is quite large, the subjects may be still further divided, one teacher taking Greek and another Latin, one French and another German, one physics and another chemistry, while other teachers are appointed, each of them giving all his time to a single subject, as, for example, music or physical education. This limitation of a teacher's energies to one somewhat narrow field

has resulted in the development of very expert teachers in the modern fitting schools.

Many have been influenced to become teachers from the desire for an immediate income. Teaching enables one to become self-supporting much earlier than any ordinary calling open to a college graduate, because his studies in school and college and his experience as a student seem to him to furnish the preparation which he needs. Therefore one already mature, or one who wishes to establish a home with little delay, has a strong motive for becoming a teacher. I would not advise a young man, however, to be influenced by either of these considerations, unless he is sure that he has the natural qualifications of a teacher. To make the most of one's self, one must sacrifice the present to the future and be willing to practice for a time much self-denial, that he may better fill the place for which nature designed him.

If one is in debt for his education, a position in a good school will give him the opportunity to cancel the obligation. A debt of this kind ought to be paid at the earliest possible date after graduation. I assume, of course, that the college man who owes his degree to one who has befriended him in time of need is a man of honor, and expects to pay the debt sometime. If allowed to run on, it will be a depressing burden when he is ready to establish himself in his profession, and can hardly earn enough to keep soul and body together.

In general, it is not wise to teach for a few years on account either of present necessity or of uncertainty as to final choice, with the design of taking up some other profession later. The years that can be given to one's life work are few at best (you will not realize how few until they are gone), and two or three years spent by one just out of college in anything but a preparation for his profession may make a decided difference in the rank which he will ultimately have in that profession. Besides, one will not do his best in an occupation which is only a temporary makeshift; his heart will not be in it. He will be looking forward impatiently to the time when this temporary service will give place to something which is to be permanent, and very likely will be spending his best energies in preparation for that. His students will suffer from his poor instruction, and he will suffer from the habit of doing inferior work.

A place on a college or a university faculty seems to be the goal of most graduates who plan to teach. For a person of unusual ability, who is eager for hard work, who has a passion for truth, and skill in stating things clearly, and who can count on some private income or who will be satisfied with a modest income and the rather narrow circumstances which accompany it, such a place when permanent has attractions. It assures one opportunity for self-improvement and for productive scholarship, freedom from care and worry, the daily intercourse with young life, and the com-

panionship of colleagues who are the choicest men on earth.

The way to secure such a position is to earn it. It cannot be guaranteed to any one in advance, and an appointment as instructor by no means gives assurance of promotion. Qualifications for a college professorship are high, and candidates numerous. Many, after years of study, fail to secure an appointment or to gain the advancement to which they think they are entitled. It is not in general wise for one to consume much time and money in preparing himself for a college position unless urgently advised to do so by the members of the college faculty who know him thoroughly, both as a student and as a man.

The preparatory schools present a field where there is a clear call for strong men to teach, to plan, to investigate. The schools receive their students at an age when it is possible to influence the course of a boy's entire life. The relations between teacher and pupil in the school are more intimate than in college, and the earlier teacher will be more esteemed and longer remembered. Many of those who have had remarkable success in preparing boys for college would have rendered a public service far less valuable if they had been college professors. The kind of work done by teachers in the fitting school ought not to be regarded by any one as inferior to that done in college. What college professors of their day have left a more enviable record of achievement than Ezekiel Cheever and Francis

Gardner of the Boston Latin School, Samuel Moody of Dummer Academy, Benjamin Abbott and Gideon L. Soule of Phillips-Exeter Academy, and Samuel H. Taylor of Andover? Would Cecil F. P. Bancroft and John Meigs have been as well known, or would they have had as wide an influence, if they had spent their lives in teaching college students instead of academy boys? Is not a mastership in a good school, with its opportunities and possibilities, more likely to open a desirable career to a young man than a subordinate position on a university faculty which counts its members by the hundred?

The responsibilities of administration are open to one who becomes a teacher in a secondary school, if he is qualified to assume them. From the ranks of the teachers are selected the headmasters, the principals, and the superintendents. Men of the right stamp are constantly sought for these offices, and there is here the assurance of promotion to higher positions for those who prove themselves worthy and competent. Good organizing and administrative ability are hard to find, and the efficient principal or superintendent will never be without a place.

The office of headmaster or principal of a good private or high school is exalted enough to satisfy the ambition of any young man. The natural qualifications are much the same as those for the highest success in other callings. The opportunities for the noblest kind of service to the state are equal to those of any profession. Dr. Arnold thought the three great

objects of human ambition were "to be the prime minister of a great kingdom, the governor of a great empire, or the writer of works which should live in every age and in every country." He confessed that he was one of the most ambitious men alive, but he set aside the attractions of a public career and devoted his years to quiet work with his pupils at Laleham and Rugby. Had he chosen to enter public life, he might have become preëminent as a statesman; but who will now say that it was not better that he chose to be a teacher? What a loss to England and to America if there had been no Dr. Arnold of Rugby!

More college men ought to go into the public school service. To those who take up educational work, there are few positions which offer better opportunities than that of principal or of superintendent in the public schools. These officers are responsible not only for the mental and moral training of the pupils under their charge, but also in large degree for their health and physical development, for their cleanliness both in mind and body; in many cases they nominate the teachers to whom the state must look for the proper education of its citizens of the coming generations; and they have constant opportunity to help in the great Americanization movement in which the nation is now interested. A principal, because of his many points of contact, can make his position one of much influence in the community. He can work effectively for the general welfare through the graduates of the school. He can make the school building a community center, and can

reach the parents and others beyond school age, not only through the coöperation of the pupils, but by offering the advantages of school extension, through public lectures and social gatherings for improvement and recreation. It requires unusual ability to manage a large public school, to keep such control over it that everything moves on smoothly, and to secure obedience and order in a building packed with active, restless, and sometimes mischievous children, many of whom dislike study and the confinement of the schoolroom and are there not from their own choice but because their parents and the state require it.

College graduates qualified to fill the best public school positions have no difficulty in securing desirable appointments. My opportunity for observation has been limited mostly to one college. Those who became principals or superintendents immediately after graduation had been teachers, and some of them principals, before coming to college. Others, without teaching experience, on leaving college began as teachers, generally in secondary schools, and were advanced when they showed that they were qualified for positions of greater responsibility. Their devotion to the work is due to its great opportunities. One of them said to me recently, when another occupation with a larger salary was offered to him: "I have been principal and superintendent now for eight years, and I know the vast importance of the field. I am determined to spend my life in the service of the public schools and could

not be tempted to leave it for any other by an offer of a larger salary."

Some of the ablest and most earnest young men and women in our schools and colleges are eager to be sent to the opposite side of the globe, ready to forego the delights of a home in their native land and to meet unknown hardships and dangers, in order that they may have an opportunity to assist in establishing Christian education and civilization in the great nations of the East. We need men and women of equal devotion in our schools at home. The call for good teachers here is urgent, especially for persons of force and initiative, who will be leaders. A great work ought to be done among the youth of America in the lifetime of those now entering upon their professional careers. The American people of the next generations will be about what the educational institutions of the country make them. The schools have not only to prepare their pupils intellectually to meet the responsibilities of life, but they must make up for deficient home training in manners and in morals, and must develop in the children of foreign ancestry an appreciation of, and a love for the free institutions of America. The problem in public education is made especially difficult by the large foreign element in our population. These people come to us having little understanding of our language and unfamiliar with our customs and institutions, and sometimes averse to adopting them. The children whose parents or grandparents were born

abroad already form a very large proportion of all those in the process of education in American schools. They often show superior ability. They will soon not only very greatly outnumber, but perhaps also outclass, the children of the older American families, and in this new stock lies the hope of the nation. These children must become loyal American citizens. None of the agencies that are working together in the movement for good American citizenship have a more wide and lasting influence than the schools. The churches reach only a portion of the people, but the schools have a chance to reach all and to influence them before character and habits have become fixed.

Professor Phelps has presented the call of the present age to this vocation:

"There never has been in the world's history a period when it was more worth while to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education, or when the necessity of a liberal education was so generally recognized. . . . It would seem as though the whole world were trying to lift itself to a higher plane of thought. . . . It is a great thing to be a teacher in these present years of grace!"[1]

I have before me a letter, written by a friend, who had in his youth been my pupil. His son had recently graduated from college, and the father had been very anxious that the son should make choice of that profession which would have opportunity for the greatest

[1] Phelps, *Teaching in School and College,* New York, 1912, p. 10.

usefulness. How this father, who had been an unusually successful business man, regarded his son's choice of teaching as a profession, is shown by this extract from his letter:

"I have been spending the winter in Egypt and Sicily. My son came with his mother to manage things and look after me, and while at Taormina he decided to spend his life in teaching. Whether the old Greek theater and all the classic associations with Ætna, under whose summit we lived for a month by the Ionian Sea, had anything to do with it, I do not know; but he came out strong and clear in his decision, and is very happy over it. His mother and I are delighted in his choice of your high calling, than which I believe there is no more promising field for usefulness and influence, unless it be the ministry, to which I at first hoped he would devote his life. But teaching is, after all, 'ministering' of a very high order, and while he has never been a great student, and probably may never attain a college professorship, still he can do good work in secondary schools, preparing boys for college at an age when they are most impressionable and with greater opportunities for molding character."

After a long and varied experience in teaching, I can commend the profession as one affording great satisfaction. My choice of a vocation was made before I entered college. I began to teach at the age of seventeen. A gentleman who was responsible for the appointment of a teacher in a small district two miles from my home offered me the position. With many doubts and fears I accepted it, and with great reluctance entered upon the duties of that well-remembered

first day. It proved a tedious day for me, and when at length it came to an end I took my long walk home, sorry enough for having undertaken a task so uncongenial. But before two weeks had passed I began to find in teaching an unexpected pleasure. It was fascinating to help the young people in their studies and to watch their deepening interest. As the days went by, my new work grew more and more absorbing, and when the short term closed it was hard for me to give it up. From that time I taught, when not in the preparatory school or in the army, till I entered college. My purpose in going to college was chiefly to prepare myself to be a better teacher. My college studies were pursued with that end in view, and at graduation there was no question as to what my vocation was to be. I continued to teach till I reached my seventieth year, and there has never been a day when I would have been willing to exchange my calling for any other.

CHAPTER II

OBJECTIONS TO THE VOCATION CONSIDERED

Some think the life of a teacher monotonous. Some think the calling is at a social disadvantage. The drudgery of reading papers, and of supervision. Pupils are often dull and uninteresting. In private schools for boys provision is generally made for unmarried masters only. Appointments of teachers are generally for short periods. Salaries are inadequate. The teacher's reward.

In the preceding pages I have tried to present the advantages of teaching as a profession. This, like every other occupation, has also some disadvantages.

Many years ago a well-educated schoolmaster, with a satisfactory income, told me that he had become tired of a teacher's life because of its monotony. For more than two decades he had been going over year after year the same ground with succeeding classes. It is true that the secondary school does not allow that variety of subject which is so pleasing to a college instructor. Certain courses are marked out to be taken with specific ends in view, and they may not change much from year to year. But this need not lessen your enjoyment in teaching them. By repeated study of your specialty you may be adding so much to your knowledge of it that it will always have for you the freshness of a new subject, and will not weary you with its monotony, though you often repeat it. You

will still find in it something new and interesting, and every year you will be better able to teach it. New thoughts will often come to you while conducting a classroom exercise, which, noted down before you have time to forget them, and later developed, will help you in presenting the truth to subsequent classes. For more than thirty years Dr. Taylor of Andover taught the same books of the Iliad and of the Æneid to his Senior classes, and he came before his students each year with fresh interest and enthusiasm. He read the new commentaries by English and German scholars on these and similar portions of ancient literature, and carefully prepared each lesson anew before he took it up with his pupils. It is to the teacher who gives but little attention to his subject outside the classroom, that a course becomes irksome when repeated year after year.

But when you repeat a course with succeeding classes, you are not doing over and over the same work. You teach a course solely for the benefit of the students who take it. The course which you teach is the means which you employ to accomplish the end which you have in view. A farmer may use the same machine in his fields for successive years, but his work each year is new. He takes good care of his machine, but his purpose is to get better results from his fields. Your first thought should be not for your subject, but for the young men in your classes. They are the material on which your efforts are to be expended. Your real work, therefore, is always new, because every year a

new class comes under your instruction. The opportunity to study human nature by coming in contact with many different classes, and with youths unlike in character and temperament, is one of the interesting features of a teacher's life. However familiar you may be with your subject, it will be a new subject to each new class. Their eagerness to learn will give you a fresh interest in what you have taught many times before, and the more you know about it, the more you will enjoy teaching it.

It has been thought by some teachers that the calling is under a greater or less social disadvantage; that a teacher is not regarded, even by the parents of his pupils, as on a level in rank with other young men of less ability and attainments who belong to good families, because he supports himself by work, and that in general those who get their living by teaching are not welcomed in good society. I do not think there is ground for this feeling. If this were true of a teacher, it would be equally true of one in any other profession where he had to work for his own support, and a self-respecting young man would not resent the lack of social recognition under such conditions. To earn one's own living by service of any kind is many times more honorable than to live in idleness and to subsist on the earnings of another. In this country the man who accomplishes something worth while is respected and appreciated by all who are themselves worthy of respect. Among any class of people for whose good opinion we care, a person's social standing depends

chiefly on his personal qualifications — as his fund of knowledge, his conversational gifts, his manners — and very little on his occupation, provided the occupation be honorable.

Another objection which has been raised against teaching is that much time is taken up with "drudgery." It will not be denied that a part of the work of many teachers may be rightly so designated. Most instructors have no fondness for making out time tables or schedules of recitations and examinations, or for reading and marking written exercises or examination papers. If a teacher's time is to be mainly occupied by such tasks, the calling would not be inviting to many.

A little experience in making schedules will not be for any one a mere waste of time. You might accept it as a part of your education. After a few trials, you will understand how difficult it is to satisfy every one and will be less ready to criticize the efforts of another when the task no longer falls to you. Much of what is generally considered the real drudgery of the teacher, i. e., the reading of papers, may be avoided by lessening the amount of written exercises and written examinations. It is no doubt for the advantage of teacher and pupils that a certain proportion of the work be written. But in many schools there is too much written work for the efficiency and for the health of the teachers, and I believe there is also too much for the good of the students, who get greater advantage

from personal contact with the teacher in oral recitations. It is but fair to remember, however, that if you expect to succeed in any occupation, you must be ready to give a considerable amount of time to small tasks in themselves uncongenial, and that you will probably find as little "drudgery" in teaching as in most other vocations.

Where boys live in a school building, the supervision of the room for study in the evening, and especially of the dormitory by day and by night, is generally considered a disagreeable task. It does encroach on the time one can take for private study, and if the supervision is not uniform, or if the supervisor is nervous and easily irritated, or if he is wanting in tact, there is danger of unpleasant relations between him and some of those under his charge. But when a teacher and a not too large number of boys live together in the same building, an opportunity is offered for personal influence which must not be undervalued and which some teachers in schools where there are only day pupils have told me they would be glad to have. If one's thoughts are well under control, and if he has a definite plan, it is possible for him to do good work when liable to frequent interruption, and even when living in the midst of restless and impulsive boys. We read that Dr. Arnold sat at his study table, with no attempt at seclusion, with conversation going on in the room, and surrounded by his children or by his pupils; that he was always ready to break off his occupation to re-

ceive visitors or to answer questions, and that after an interruption he took up again his writing, as if it had not been broken off.

There are men who ought never to undertake the supervision of a dormitory, but for many teachers some experience of this kind is valuable as a part of their training. A man whose life work is to be the instruction and management of boys, and who hopes to become sometime the headmaster of a school, will get an intimate acquaintance with boy nature, which will fit him to deal more understandingly with all kinds of students, if at the beginning of his career he lives for a period in close daily contact with the young life in a school dormitory.

If you devote your life to teaching, you will no doubt have days of discouragement, when you will feel that your efforts are wasted because you are making so little impression on your pupils, and because there are among them those who are disrespectful and those who show no appreciation of what you are trying to do for them. They will sometimes seem incomprehensibly slow of understanding, and deficient in interest and ambition. You will have to repeat the same thing over and over, and may then find some whose heads it has not begun to penetrate. Your patience will be tried, but you must not lose it. The trouble may lie partly with you, perhaps mainly if you are of an ill temper, and your students may not be as bad and as dull as they sometimes seem to you. Professor Denison Olmsted tells us of an irritable teacher of his acquaintance

who grew so impatient at the apparent dullness of one of his pupils that he finally threw the book at him, exclaiming: "Eat it! Eat it! That is the only way you will ever get it into you." But he adds that this man's career as a schoolmaster was abruptly ended. He quotes also the words of a Frenchman whose quick-tempered father had undertaken to teach algebra to him when a boy and who had become enraged at him because he would not accept his statements unquestioned. "I told him I could see how more into more produced more, but how less into less produced more was what I could not see. Says he, pointing his finger at me, 'You one jackass,' and throwing down his book in despair, never would hear me recite another lesson, but abandoned me as an incorrigible dunce." [1]

You cannot expect to escape the dull and uninterested, and there will be some who will make themselves personally disagreeable to you. Every teacher will probably have pupils in his classes that he will be right glad to get rid of at the end of the year, and he will also be pretty sure to find others of the same sort in his new classes when another year opens. Your entire class may at times appear to have lost all interest in study. Outside attractions will disarrange your plans, and social or other engagements will absorb their attention at a time when for some special reason you are making unusual effort to carry them along as rapidly as possible in their studies. Such experiences

[1] *Am. Journal of Education and College Review,* April, 1856, Vol. I, p. 335.

are enough to dishearten almost any teacher. But you must not be influenced by them to weaken your efforts. The teacher, like the preacher, is a sower, who goes forth to sow. Some seed will fall by the wayside, some on stony ground, some among thorns; but just as surely some also will fall on good ground and bring forth fruit, thirty, sixty or a hundred fold.

Days of discouragement are not peculiar to the teacher. The pastor of a country church, under whose care I spent my boyhood, did a work which, as I look back upon it, seems ideal. He had come to the church when it was small, weak, and divided. He lived quietly among his people for twenty-eight years, and at his death left the church large, strong, and united. I was greatly surprised to learn from his widow that there was probably no year in his whole pastorate when he did not have days of depression because he seemed to himself to be accomplishing so little that he felt that he was not doing for the people in his parish what ought to be done, and was occupying a place which he was not fitted to fill. I suppose that all men who live to do good and have high ideals, appreciate how much there is to be done and have such periods of discouragement.

An objection sometimes raised against teaching in private schools for boys is that in the most of them provision is made only for masters who are unmarried. This tends to make a permanent mastership in such schools less attractive. It seems to have been taken for granted that, if a teacher is free from the care of

a family, he will devote more time to his students, and that he will have more interest in them and more affection for them if he has no domestic ties. In some cases this may be true, but not often. The influence of a good home makes one a better man. One who has a family has something to live for and to work for, and he will be ambitious to do his best. The teacher who has children of his own will have more sympathy for other people's children, will better appreciate the interest which their parents have in them, and will know better how to deal with them. When the families of the masters meet the schoolboys in the dining room, are present at their entertainments, take an interest in their sports, and welcome them to their homes, they exert a refining influence on the school life. A few of the best schools appreciate the advantage of having teachers with families and have made special provision for their accommodation.

One reason why single men have been preferred as masters in boys' schools is that, since their living expenses are less, they can be obtained for smaller salaries, and few schools have been in a condition to afford more than what is barely necessary; but with the great increase in charges for tuition and residence, and with the excessive number of applications for admission, this reason will not long continue to hold good.

The teacher is an employee and is subject to the uncertainties of a man in that position. He does not have the independence of the lawyer or physician, who

can choose his location and settle down to remain in one place as long as he continues to practice. In many schools the teachers are appointed for short periods, sometimes for a single year only, and while it is true almost everywhere that a good teacher is sure of reappointment, it is not pleasant to think of the possibility that the school authorities may discover some one who in their judgment will do your work better, or equally well for less pay, or that you may suffer from the introduction of new methods with which you are not familiar. On the other hand, as long as appointments have to be renewed at short intervals, there is opportunity for the Board to give, with any renewal, advancement in rank, or an increase in salary, and the teacher has constantly before him an urgent motive for the best possible service, so that his case may be judged favorably. When he knows that his place is permanent, the temptation to gradually relax his efforts is sometimes very great.

In business the employer is expected to understand thoroughly the work which he hires a man to do, and to be able to tell whether it is well done, but this cannot often be said of those who employ teachers and officers of school administration. The principal of a public school or a superintendent holds his position at the pleasure of the appointing Board. Whenever they become dissatisfied with him, they will not hesitate to suggest that he seek another place. He is a public servant and his work is not done in a corner. Like other public servants, he may be subject to much crit-

icism, some perhaps deserved, and some not. Criticism may reach the Board from parents, from colleagues, from professional faultfinders, or from persons who would be glad to get his place for themselves or for their friends. He will perhaps find it wise not to meddle much in politics, lest some members of the Board have objections to him on other grounds than inefficiency. One cannot feel very sure of a position which he holds by the authority of a Board which is itself subject to change when one political party succeeds another in power.

But it may be said that a person who is engaged in teaching or in administrative work has hopes generally of being called to a better position and would hardly be willing to bind himself to remain permanently in one place. He cannot, therefore, expect the school authorities to bind themselves to keep him permanently, or until he is called elsewhere. Removal to a new locality involves some physical inconvenience, but there may come a time in the experience of almost any teacher or administrative officer, whether in school or college, when a change from one field of labor to another will be good for his mental well-being, and is on the whole to be desired. New duties in a new field will call forth new vigor and enthusiasm. If you find it wise, on any ground, to make a change, you may reasonably hope to secure a better situation, and of course your experience in the school which you are leaving will make you more efficient in the new one. If you have a position with which you are so well satisfied that you wish

to keep it permanently, the only way to be sure of it is to fill it better than any one else can.

An objection to this vocation, which will have weight with many young men, is the inadequate compensation of those who teach. Good ability and unquestioned character are demanded of the teacher. His preparation is costly, but his services seem to be valued at less than good personal qualifications and efficient training deserve. He does not have much to say about the amount of his salary. He is employed to teach, and if he accepts a position he takes the salary that goes with it. Due regard for his own welfare and for the health and comfort of those dependent on him will naturally lead a young man to consider carefully whether the work to which he wishes to devote his life will yield a sufficient income. Perhaps we overestimate the income of those who do not preach or teach. When we think of the great fortunes sometimes amassed in business, or of the large fees of a few eminent lawyers and doctors, the pay of the schoolmaster seems small; but the teachers who prove themselves worthy of advancement to high positions are not in general poorly paid. If those in all vocations whose success is unusual were left out of consideration, I believe the average income of teachers, though far from ample, would not be found so very much below the average in other callings. Now when so much special preparation is required, and when only the well qualified can find places, there is ground for the hope that the compensation of good teachers will soon be more nearly commensurate with

the service rendered. But if the teacher's income is not large, it is regular and secure. Hard times may reach a man in almost any other occupation, but they are not likely to affect the teacher. If the cost of living increases, his salary will probably not rise in proportion, as in justice it might; but, on the other hand, in times of economy and retrenchment he need not be anxious, as he is not likely to lose his position or have his salary reduced. The number of young men seeking the advantages which secondary schools and colleges offer is steadily increasing, and there is sure to be an increasing demand for good teachers.

A young man whose chief purpose in life is wealth ought not to enter any of the regular professions. The men who have become great lawyers or physicians or surgeons are not those who chose their lifework for what they could make in it. If one's chief motive in selecting a profession is to get a large income from it, it will not be for him a profession but only a kind of business. He will have no genuine love for it and will not rank high in it. The teacher's chief compensation is not his salary. He finds his reward in his love of his vocation, in the opportunity which it offers for imparting knowledge, and for personal influence on human lives, in the joy of working with the young, and in the consciousness that he is helping to train them to be good citizens of a great nation.

CHAPTER III

PERSONAL QUALIFICATIONS

Qualifications which those who employ teachers desire. An example. Superior physical development. Good health. Courage. Firmness. Love and sympathy. Self-control. Brevity of speech. Enthusiasm. Self-effacement and consecration. Personality. Religion.

WHAT qualifications those who engage teachers desire to find in candidates who are recommended to them for appointment is shown very plainly by the questions which they ask regarding them. I have received from teachers' agencies or from school authorities requests for information about applicants on all of the following points:

Success in teaching; probable success if inexperienced.
Moral character.
Popularity with students.
Enthusiasm.
Health.
Influence on pupils, both in and out of school.
Scholarship and training (general or special).
Ability as an instructor.
Ability as a disciplinarian.
Best fitted for what line of work.
Personal appearance; neatness in dress.

Loyalty to superiors.
Attitude toward colleagues.
Tactfulness.
Disposition.
Standing in the community.
Has he cultivated manners?
Habits or peculiarities liable to interfere with success.
Has he any physical defects?

It will be seen that good personal qualifications and successful experience are considered most essential by those who understand the needs of schools. A headmaster writing to me for a teacher, some years ago, expressed the desire of most men responsible for the selection of teachers for secondary schools: "I want first a man, second a teacher, third a scholar." Dr. Arnold's views were much the same. In a letter of inquiry for a master he wrote:

"What I want is a man who is a Christian and a gentleman, an active man and one who has common sense and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms of the school; but yet, on second thoughts, I do care about it very much, because his pupils *may* be in the highest forms; and besides, I think that even the elements are best taught by a man who has a thorough knowledge of the matter. However, if *one* must give way, I prefer activity of mind and interest in his work to *high* scholarship." [1]

[1] Stanley, *The Life and Correspondence of Thomas Arnold,* New York, 1887, Vol. I, p. 105, note.

Professor Denison Olmsted, in his article on *The Gift of Teaching*, speaks of the elder President Dwight as combining in one all the elements of a great teacher: "The benevolence, which earnestly longs for the good of the pupils, and never tires; the kindness which wins affection; the authority which secures obedience; the dignity which insures respect; the accuracy which inspires confidence; the zeal which awakens enthusiasm; and the learning which compels admiration." [1]

Among my early schoolmasters, James Allen seemed to me to be especially well endowed by nature to be a teacher of youth.[2] He lived in the little village in which I was reared, and was by general occupation a surveyor of land and a sort of country squire, settling estates and holding town and county offices. During a period of forty-two years he taught in the public schools of his native town in the autumn and winter, when not in the state legislature. He had a peculiar power over his pupils. He quickly aroused in them an ambition to learn, and governed without effort even boys who were generally unruly. I was about twelve years of age when I came under his influence. He had been called in to take the place of a teacher who had opened the term by announcing that he was "firmer than the hills of New England," but who had been forced to withdraw by a gang of mischievous boys whom he could not manage. From the day when Mr. Allen began his reign in that schoolhouse, there was no attempt at dis-

[1] *The American Journal of Education and College Review*, April, 1856, Vol. I, p. 342.

[2] Knight, *Biography of Deacon James Allen*, Worcester, 1889.

order, and yet he did not govern by force. I never saw him inflict bodily punishment on any pupil. He could give an admonition that a boy would never forget, but he would not say anything to make the boy angry and revengeful. Some of his power was, of course, acquired by long experience in the schoolroom and elsewhere, but he was fashioned by nature to be a schoolmaster.

He was tall and well-proportioned, having inherited a powerful physical frame, which had been hardened and developed by years of training in the state militia and by actual service in the War of 1812. He had great physical and moral courage. No fear of personal violence or of injury to his property ever kept him from doing his duty as a citizen and town officer, and of course he had no fear of any boy or combination of boys in school. He was firm even to a fault, and his pupils knew without being told that it would be folly to oppose him or to petition him to make any changes in his carefully arranged plan. He had a tender and loving heart, and while he could not endure a lazy pupil, he had unbounded sympathy and encouragement for the boy, however dull, who tried to do well. In school he was calm and unruffled, and his pupils might have inferred that he was never tempted to be angry or impatient. Quite the reverse was true. By nature he had a rash temper, but his strong will gave him the power to hold it in check. As a disciplinarian, he was a man of few words, and when he gave a command he did it with military precision. On

the first morning he announced one rule, saying that this included all that would be required of any pupil. The rule was: "Do right." I received one brief but emphatic reprimand from him early in this part of the term. With the conceit of a boy of twelve, it seemed good to me one evening to go down town and sit on the counter of the village store, as I had seen young men do. He came in, on an errand, and found me there. I knew that he liked me, for my work in school pleased him, and I looked into his face ready to hear him greet me with a pleasant "Good evening," but, instead of that, much to my surprise, he said in a tone of authority: "Go home!" I lost no time in getting down from that counter and moving in the direction which he had indicated, and I wasted no more evenings at the village store.

Physical excellence, health, courage, firmness, love, sympathy, self-control, brevity of speech, were among the characteristics of this early teacher, and while one may be a good instructor who lacks the most of them, they go a long way toward making up the natural qualifications of a good schoolmaster.

The headmaster appreciates the value of good physical development in a teacher, and for most schools an applicant with this qualification has special advantages, which are much increased if the possessor is also skillful in any form of field sports. The youthful mind makes a hero of a teacher who comes to the school with an athletic record, who can talk understandingly about the games, and perhaps take part in them. A

body sound from birth is something for which to be everlastingly thankful. But by no means all are thus bounteously endowed by inheritance. Not every one is tall and well-formed, nor are all born with strong constitutions and free from inherited tendencies to disease. One is not responsible for the body which he has received from his ancestors, but he should remember that the body which he now has is the only one which he ever will have, and that the one thing to do is to make the most of what has been given him. While a man cannot by taking thought add one cubit to his stature, he can by taking proper care in most cases develop the body which he has inherited so as to make it his servant, to stand by him in hard places till he reaches the retiring age.

One of the first requisites for a good teacher is health. This is essential for his own success. His daily task is a hard one, hard enough to test the endurance of the strongest, to wear the average teacher out before his time. He owes it to his pupils also to keep in such vigorous health that he may be always at his best when he comes before them in the classroom. If he is strong and enthusiastic, they will catch his enthusiasm. If he seems weak and dispirited, they will become listless. If he is nervous, his manner will make them nervous also. He cannot expect their spirits to rise above his own. To secure and retain a condition of health on which one can depend requires a great deal of attention to nature's laws, generally more than many teachers are ready to give. We all understand the

importance of regular habits, sufficient sleep, sensible diet, a reasonable amount of exercise in the open air, and wholesome relaxation, but such is the weakness of human nature that we are easily influenced to leave undone the things which we know we ought to do. If one is not willing to take the necessary precautions to preserve his health, is it not fair to assume that he is not really ambitious to be a first-class teacher?

Unless one is a school principal, there is not now the same need of the kind of courage that was essential in the old days, when perhaps the most highly esteemed qualification for a schoolmaster was the ability to inflict adequate punishment on the unruly and ill-behaved sons of Belial. But one must uniformly maintain in the schoolroom an air of authority, which the whole room will respect, and must have sufficient reserve to sustain that authority. He must insist that his pupils do what they are told to do, without opposition or question. He must be the absolute ruler of them all, and not be ruled by them or by any one or two of them. The weak-kneed teacher often has pupils whom he dares not discipline or reprimand. It will not do to let a boy discover that his teacher stands in fear of him or is afraid to tell him the truth about himself when occasion requires it.

There is no danger now of a personal encounter between the teacher and any pupil or gang of pupils, either in school or outside of it. The courage which the world needs at the present day is not that of the bully standing up for his rights, but that of the manly

man who is brave enough to resist public sentiment and to meet opposition when the good of others requires it. It takes the right sort of courage in a teacher to treat all pupils alike, without regard to their social standing; to show no favors to those who expect them, or whose parents expect them; to acknowledge a mistake and correct it, instead of covering it up or trying to justify it; to tell a pupil unpleasant truths about his rank in scholarship or his conduct or character, which it will do him good to know and which he dislikes to hear; to check promptly, but without resentment, any approach to unbefitting familiarity; to stand openly by the minority among either pupils or teachers, when the minority is right.

A reasonable degree of firmness is essential in one who has to manage the young, and while it is easily possible for firmness to grow into unreasonable obstinacy, yet it is a quality of which it is better to have too much than too little. It is better to be inflexible than to be always undecided. It is good for a young man to have to deal with a teacher whom he finds steadfast and immovable. It may teach him not to trifle with the laws of man or the unchangeable laws of nature. How much it would be worth to him if he could learn thus early that he cannot continue to disregard the laws of health without sooner or later having the penalty fall heavily upon him! The government of the wavering and irresolute teacher is harmful. If it is his habit to make rules which he fails to execute when they are put to the test, how can his

boys have any reverence for law and authority? How can he expect them to submit unhesitatingly to his requirements when he demands one thing to-day and perhaps the opposite to-morrow? Will they have any confidence in him as a master when he punishes the same offense now with suspension and now with an admonition? It will be recognized by the pupils as a sign of weakness to hastily decree a penalty upon an offender and then promptly take it back when he or his friends make an appeal and petition for clemency.

When physical superiority, courage and steadfastness are joined with love, they form a delightful combination of good qualities. A strong, brave and resolute man with a big heart will win the confidence and support of any boy, either good or bad. Firmness and tenderness ought always to go together in the government of the young. The two are not inconsistent if you know when to be immovable and when to show clemency. When Tom Brown and his companions, getting back late and stealing in through the garden, were sent limping and shivering by old Thomas up to the Doctor's study, after their unfortunate experience in Tom's first run at Hare and Hounds, Dr. Arnold's tender sympathy was better than "twenty lines to learn." The indolent and mischievous boy needs a firm hand; the one who does as well as he can, and still has many faults, needs sympathy and encouragement. A teacher with a loving heart will have long patience with the mistakes of those who mean well, and will see something good in every one, even the most

awkward and uninteresting. He will be considerate of the shy and sensitive boy, and will not neglect those who, because personally unattractive, lack friendship and companionship.

It is not often that an educated man so far loses his dignity as to give way to anger in the presence of other people, but I remember a teacher who, when conducting an exercise before a school of some three hundred students, became suddenly enraged and made a violent speech, in which he said such crazy and ludicrous things that the inevitable result was a disorder which, in his state of mind, he had not the power to suppress. He was a man with no mean reputation as a writer, but that afternoon he shriveled down to small proportions. He must have remembered with sorrow that unlucky event till the day of his death. The offense was trifling; what it was I have long since forgotten, but the memory of that wild outburst is fresh after the lapse of sixty years. A man who cannot control his anger ought to keep in mind the words of George Fitch: "When a man gets mad, he stops thinking with his brain and turns the job over to his fists and his lungs. Then he produces a mess of ideas as a child produces art with a pail of red paint."

I have known teachers in the classroom who by disposition were quick to get angry, yet were not easily provoked. They had will power enough to keep their angry feelings under control. A teacher with a hasty temper, who can be sure to hold it in check, is to be preferred to one who will stand any kind of ill-treat-

ment and have no feeling of resentment. Such a meekly submissive nature will no more command the respect of schoolboys than it will that of mature men. Righteous indignation is to be commended whenever there is occasion for it, but one can show the strongest opposition against evil without making a foolish display of ill-temper. While a man who cannot bridle his temper is not fit to deal with the young, one who has a quick temper and keeps it under restraint makes an excellent master, because, having learned by patient discipline how to control himself, he knows how to manage those under him.

There are some gifted teachers who can talk fluently on any subject and command attention, because they make themselves understood, are entertaining, and have something to say to which it pays to listen; but in general the great talker beclouds his subject, is wearisome, and does not give you much which you can carry away. Some of the pupils of such a teacher may make a vain effort to follow him, but the most will give up the chase and trust to luck. If he introduces a story, they will probably remember that; but when they come to sift down what they are able to get from his lecture, it will seem to them mostly chaff. No man need hesitate to become a teacher because he has only an ordinary command of language and is not known as a gifted talker. That deficiency, if it be a deficiency, may prove a distinct advantage. Brief and exact statements and explanations, clearly expressed and arranged in proper order, though harder for the

teacher to make, are better for the pupils than long-drawn-out disquisitions that only confuse them. There is a fault into which a teacher who likes to hear himself talk easily falls; he leaves the subject of the lesson and goes wandering off on a side-track which seems to have no end, on some sudden impulse or perhaps in response to a question raised by a cunning pupil who wishes to avoid being called upon to recite. The man who talks too much makes a poor teacher. The best teachers are those who know before they meet their classes what they intend to say, and say it in clear and concise language that can be understood and remembered.

When advice or admonition needs to be given, a very few words spoken deliberately and with authority, have a more lasting effect than a long and exasperating talk. You have seen a quiet little teacher sit at his desk and keep strict control of his room with no effort, giving directions when needed in a calm and moderate tone or by a glance or a motion of the hand. The best managed and most orderly rooms are not those in which the teachers are of the blustering sort, who consume much time in useless shouting and in unheeded demands for better order.

Our schools have been criticized because there is not found among the pupils more genuine interest in study. Cannot boys be influenced to do their tasks in school from better motives than to get a passing mark or to escape a letter home? With so many excellent text-books and books of reference, with such an abundance

of apparatus and illustrative material, why is it not possible to interest them to such a degree that they will enjoy the intellectual exercises of the classroom as thoroughly as they enjoy the sports of the athletic field? Does not the student's lack of interest often reflect the indifference of the teacher? Enthusiasm on the part of the instructor, enthusiasm for his subject and for teaching the subject to others, is what is necessary in order to create enthusiasm among those who are taught. The teacher who is in love with his subject and is fond of the young cannot help enjoying his work and becoming enthusiastic in the pursuit of it. He looks into the future and sees the grand results that may come from his efforts, in the mental and moral growth of his pupils, and in their better preparation for future usefulness. His courage and hope and earnestness are contagious and arouse an interest in many who have never been interested before. The pupils of the indifferent teacher, whose manner is cold and distant, will not study for the love of it amid the most favorable surroundings.

One instructor gets on well with boys, while another, with many fine qualities and the best intentions, finds himself incompetent. People notice with what apparent ease some men control and interest their classes, and they say these men are "born teachers"; but the qualities which they have inherited would have given them a good measure of success in other callings. They know enough about human nature to understand how to approach their students in order to gain their

good-will and support. They are not lacking in common sense, are not annoyed by trifles, know what to notice and what to overlook, what to do and what to avoid. In a sudden emergency they have enough presence of mind to say the right thing or to keep silent, and enough self-control to avoid rashness. They possess a kind of tact, partly native and partly acquired by experience, by which they are able to deal with pupils without apparent effort and without friction, and to make them do hard tasks with some degree of eagerness and pleasure. The best teacher of the young is one who, having many innate qualifications for teaching, has consecrated his life to this service. One reason for his success is his self-forgetfulness, his wholehearted devotion to the interests of his students. He puts himself in their place. They are his chief concern; he is never too busy to help them. Both his time and his strength are theirs when they need it. His instruction is not meager, nor poorly prepared; he gives them the best he has. He may not be a great scholar, but because his chief purpose is to help his pupils to become wise and good men, he is positive and precise in what he teaches them and demands accuracy and promptness on their part. He not only understands boys, but he loves them and believes in them, and in return they will believe in him. His presence among them brings order and attention. For him they will work. To please him and have his approval becomes with them an ambition. In his classroom things seem to go of their own accord, and self-control and interest

in study become with them almost a matter of course.

Beside the manifest influences which, in a great degree, are understood and can be explained, there is a silent influence which goes out unconsciously from the teacher's personality and life: an influence which takes its quality from what the man is: from what he has inherited, from the knowledge which he has acquired by his own efforts, from what he has become in character by years of self-discipline, from his beliefs and from his ideals. This involuntary influence reaches the pupils and may be good or bad. If the teacher has the right kind of personality it puts the pupils in a right attitude towards their work and makes the teacher's instruction and discipline effective. The silent influence of a devoted teacher of true nobility of character, who has a real interest in his pupils, makes a more lasting impression upon them and molds their lives for future usefulness far more than the influence of one who is selfish or indifferent however scrupulously he fulfills the requirements of his calling. It may be hard to understand it, but the unconscious influences which go out from our lives are just as real as those which are the result of carefully made plans and are more powerful because they go beyond the mind and reach the heart. Influences that reach the mind only are easily forgotten; those that touch the heart endure.

The teacher needs all the help that he can get from personal religion. The great masters have been men of faith in God and have been upheld by an unfaltering trust in his living presence. It has been this that

has given them their greatest power over the young men who have looked up to them for guidance and inspiration. Their influence, for the most part, has not come so much from public moral teaching or from religious addresses as from the silent example of consecrated lives, from their transparent unselfishness, and from their devotion to high ideals. The greatest of all teachers was the Son of Man, who taught men as individuals, who showed them how to live by living among them as a model for them to follow, who made them appreciate the purpose of human existence and the dignity of service, who taught them what they needed most to know in language which they could understand, and took his illustrations from common, everyday life, who cared more for principles than for rules, who believed in the possibilities of the men whom he taught, who developed them by giving them responsibility, and aimed to make them self-controlled, strong to resist temptation, and bold to face danger; whose quiet influence has reached around the globe and has revolutionized human thought. We all can learn how to teach by a study of his life and his methods of reaching men, and the nearer we are to him, the nearer we shall get to those whom it is our privilege to teach and guide.

CHAPTER IV

EDUCATIONAL PREPARATION

Good home training. The habit of observation. Appreciation of the spirit of the age. Broad and thorough general education. Specialization in one subject. Extensive preparation necessary for a college position. Some graduate studies desirable for secondary school teaching. Opportunity for observation lessons in teaching. College men in the public school service. Training schools for teachers. Special training and experience needed for administrative work. Advantages of study in a teachers' college. Advice to one planning to prepare himself in a special field. To continue to be a good teacher, one must continue to grow.

THE best foundation for the education of a teacher is laid in childhood, in the home of a Christian family of culture, where the children are brought up by a sensible father and mother and taught to be neat and regular in their habits, to speak the English language correctly, to respect and obey their parents, and to have a reverence for sacred things. It is not discreditable, and it is generally no disadvantage, that the family is not wealthy. To be helpful at home prepares one for larger usefulness when the home is left for a wider field. A family with a large income is less likely to produce teachers than one in moderate circumstances, where the offspring are reared under immediate parental influences and not left to the care of nurses and governesses. Courteous intercourse with

brothers and sisters in a well-mannered family, and with family friends both young and old, gives one the self-confidence in the presence of others that enables him to appear at ease in any society. The lack of good breeding in early life may at any time betray itself by awkwardness of manner, and rudeness and looseness of speech. Many candidates otherwise unobjectionable have failed to secure the positions which they sought from an obvious want of that social refinement which results from good home training.

The teacher who has not enjoyed in childhood the refining influences of a cultured family must not forget the great importance of good manners and of correct habits of speech. He may make up in a great degree for his loss by observation and study and constant watchfulness, but the early rusticity may crop out when least desired or expected. Wrong habits, especially those of speech and manners formed in childhood, are not easy to subdue, and when one is in circumstances where he is anxious to appear at his best there will be danger lest, as in the case of the ass parading in the lion's skin, the ears stick out.

It is especially important that one planning to be a teacher should cultivate his powers of observation. The facts that have been learned by experience will be very real to you, and these are the ones that will have most interest for your class. They will listen eagerly if you tell them something which you yourself have observed or have worked out, when material gained from books would not hold their attention. Careful

observation of the relation between cause and effect in different people, and a study of the same in one's self, will improve one's knowledge of human nature, of which a teacher cannot have too much. The man who best understands human nature is the one who knows best how to get on well with other people so as to do them good, whether they be old or young.

The teacher should be acquainted with the spirit and movements of the age in which he lives. He may teach the history, the thought, or the language of the distant past, but he must live in the present, and know what men in our own land and time are thinking about and what they are doing; and he must appreciate the needs and understand the habits and the peculiar temptations of boys of the present day, if he would reach and influence them.

Whatever branch of study may finally become a teacher's specialty, his general education ought to be broad and thorough. He will get safely over many hard places if he has the intellectual training which fits him to take up a new and difficult problem so as readily to understand and master it. Good mental training will give him self-confidence and self-control and the capacity for planning his work wisely. Work well planned is half accomplished. Information also, gained in various fields, will add greatly to the value of his instruction in the classroom. A knowledge of philosophy, of many branches of science, and of different languages, and a familiar acquaintance with the Bible, will be helpful in teaching the language and liter-

ature or history of any people. A teacher of science should be a good mathematician, and a teacher of mathematics is naturally interested in science. Much reading of good books should furnish material for illustrations. A story told briefly and to the point will very often help out a recitation that drags on a dull day, and, if it fits in well, is not out of place on any day. When actually enlisted in the service, most teachers will find justification for making use of any proper help that will render their teaching more effective. But it is better for you to gather your own illustrations and anecdotes than to get them at wholesale from collections made by others, though these, like any helps or keys, may be in a way useful to those who have neither the time nor the disposition nor the energy to do such work for themselves.

If you wish to secure a good place in a school of high rank, you must specialize in one subject or in a group of closely related subjects. You may be called upon to teach other branches also; but your reputation as a teacher will depend chiefly on your success in your special line. It is desirable that this subject should be the one which you love best and think most important; first, for your own pleasure in living in it, and second, because you cannot make your pupils believe that your subject is important unless you thoroughly believe so yourself; and it is perfectly proper for you to show so great an enthusiasm for it that they will come to feel that it is the most valuable study of all. In case you are dependent on your income, it will be

wise to consider whether the subject which you prefer is one in which there is likely to be a demand for teachers. The greater the demand, the greater the chance of securing a remunerative position. There is hardly room for the very best teachers in a subject which only a few students care to take. It is perhaps well to keep in mind also that there may be important changes in the subjects accepted for admission to college during the next few years, as well as in the studies of those students who finish their education in the secondary schools, and that when new subjects are introduced there will be a call for good teachers in them, and perhaps a less demand for teachers in some of the older studies.

Your preparation in your special subject should be thorough. A boy will lose confidence in a teacher when he discovers that he is telling all that he knows about a subject and has no knowledge in reserve. I remember a college tutor who was unable to allow a student, who had received leave of absence for a day, to recite that day's lesson in advance, giving as a reason, "Why, I have not yet got that lesson out myself!" The same tutor taught college Latin for a year before he knew that there was such a book as a classical dictionary. I have often thought of a remark made by a member of my first Freshman class, who had taught many years before coming to college: "It will not do for a teacher to let his pupils find out that he has to tip his own measure clean up in order to fill theirs."

One may foolishly block his own way to advancement

by settling down permanently in school work before he is adequately prepared in his special subject. Undergraduate college studies by no means cover all that one ought to know if he is ambitious to attain the highest success possible for him. These should be supplemented by further courses in some graduate school.

If your ambition is to secure a college position, a long period of study is necessary, and a Doctor's degree is now generally considered indispensable. This degree is everywhere accepted as evidence that you have completed a considerable amount of advanced work, and that the faculty of the university which conferred the degree has confidence in your scholarship, ability and character. It will not, of course, be taken as evidence that you have special qualifications for teaching or research. Your standing and influence as a college or university professor, should you be appointed to such a position, will depend much on the inspiration which you receive from the scholars under whom you pursue your graduate studies. It is desirable, therefore, that you get the most valuable courses of leading professors in your department in more than one university. In planning for a college career, there is little danger of continuing your preparation too long or of making it too thorough. If circumstances allow, you should aim to have the benefit of what you have reason to believe is, for you, the best instruction anywhere offered, whether in this country or any other.

For the secondary schools, principals are generally satisfied with teachers who have done less advanced

work; but if your purpose is to teach in a school which prepares for college, you ought to carry on graduate studies in your specialty, together with some courses in education, far enough, at least, to secure the Master's degree. Some principals feel that too much graduate study unfits teachers for sympathetic work with boys. It is quite possible that a teacher may know so much about his subject that he will find it difficult at first to adapt his instruction to those who are but beginners, but I do not believe there is danger of knowing too much. Any one naturally fitted to be an instructor of youth can make himself understood by any class if he really wishes to do so. If he is working for his pupils, and not for himself, he will be willing to take time enough to arrange his material in logical order, and to use language which they can understand and readily follow.

A college student expecting to teach has a good opportunity to study the art of teaching by observing the methods of his different instructors. Every recitation or lecture is not only an exercise in instruction, but also for him an observation lesson in teaching. He can get ideas that will be very valuable to him in his vocation by observing how a skilled instructor conducts his classroom exercises, how he gets the attention of the class and holds it to the end of the hour, how he arranges and presents his material so as to be readily understood and followed, how he secures accuracy in note taking, and how he manages to make his students work. Being himself a pupil, and understanding what

effect the different methods of his instructors have on him, he can judge how each method will be received by a class, and he will profit by the effort to discover what it is that gives an instructor power over his students, and what it is that impairs his influence with them.

When a college man decides to devote his life to the public school service, he has in mind, of course, a position of leadership. A few years ago a young man who desired to become a teacher could begin in a country town during the winter term, or in a grammar school in a city. Many of the successful educational leaders began in that way; some of them taught before going to college, and after graduation returned to public school work. Others, with no training outside that gained by experience, earned promotion to high positions. Many college students then paid their expenses in part by teaching country schools, generally in the winter, the winter vacation being made long to give students this opportunity. Now the public schools, both in city and in country, are taught mostly by women, many of whom have been specially trained in normal schools or in city or country training schools, and very few men are employed as regular teachers in the common schools.

Much that formerly had to be gained by years of experience can now be learned from schools established for the special training of teachers. In them prospective teachers are instructed in principles and methods, as well as in the subjects which they are to teach. One

great advantage of normal school training lies in the opportunity to put in practice what is taught. The pupils are required to give lessons in the school itself, under the supervision of expert teachers, and often have as part of their regular training the opportunity for observation of schoolroom practice, and for practice teaching in certain nearby elementary schools. Hence, when normal school graduates receive appointments, the work is not new or strange to them. They are in a condition to avoid mistakes that wholly inexperienced teachers are liable to make, and probably know more about the best methods of teaching than the most of them would ever have learned by experience. The matter of discipline would seem to be the only one which need cause them trouble. When giving lessons in the normal school, they have no responsibility for discipline, and in the elementary school the room is under the control of the regular teacher. When normal schools were established, the design was to train promising candidates of both sexes for service in the public schools, but now the students in the normal schools are mostly young women, many of whom become excellent teachers, and some become efficient principals and superintendents.

In general, there is now very little chance for a young man who goes to college to take up public school work till he has completed his college studies, and then, if he is without special training and is without experience as a teacher, a board of education would hardly venture to elect him as principal or superintendent. He needs

therefore to prepare himself for administrative work in the public schools, as he would prepare himself for any other vocation, by special study. While an undergraduate student he should seek the advice of the professors who offer instruction in education, and plan to take such courses as they recommend, which will without doubt include educational psychology, history and principles of education, and school organization. Some of the courses which they advise will probably be graduate courses. If they are not open to him as an undergraduate, he will perhaps wish to remain for an extra year and take them in the graduate school.

It need hardly be said that a young man on leaving college can have little hope of receiving an appointment as school principal unless he has already had successful experience as a teacher. If he is without such experience, he may find in a high school a chance to test himself, and he will have here an opportunity to study in a more practical way the application of principles of education and school management which he has learned from books and lectures. There is a disposition on the part of most boards of education to prefer men rather than women as principals of the large grammar schools, and in some cities principals are almost without exception college or university men. Principals in the cities are often selected from high school teachers of ability, especially those who have done graduate work in education at a good university.

One who is to be a principal of a school in which the instruction is given by teachers trained in normal

schools, himself needs a course of professional training to enable him to exercise intelligent supervision of the instruction in the several grades, and to have a sympathetic appreciation of what his teachers are trying to accomplish. The courses taken at the college may with very great advantage be supplemented by further study at a school of education or teachers' college, or the educational department of any good university which makes a specialty of educational administration. To such a school a college graduate can go to prepare himself for an administrative position in the public schools, as he would go to a professional school to prepare himself for law or medicine or the ministry. If he comes from an approved college with a satisfactory record for scholarship and character, he may perhaps get in one year as much preparation as he thinks he needs, but if the members of the Faculty who know him well advise further study, it will probably pay him better in the end to continue long enough to get a Master's or a Doctor's degree.

I unhesitatingly advise one without experience, who is thinking of devoting his life to teaching, to take a position in a school for a few terms before spending much time in graduate study to prepare himself in some special field, and for these reasons:

(1) He may discover that he is not fitted by nature to be a teacher. The only sure test of fitness is to be found in actual service in the classroom. A man may come with the best recommendations honestly written by former instructors, in whose judgment he gives

promise of success, and yet not be able to interest his pupils or control a room.

(2) He may find that he does not like teaching and could not be happy if he should spend his life in it. He is fortunate if he discovers this in season. This advice would apply to any other profession, but in teaching it is easier to make the experiment without great loss of time. In every profession there are many who find out when it is too late that they have made a wrong choice.

(3) After an experience of a year or more in teaching, you will know better what you need to get from further study in the graduate school, and especially how to profit by the methods of the professors under whom your studies are to be carried on. Until you have had some experience yourself in teaching, you are not in a condition to get the best results by observing the methods of other teachers.

(4) When you have finished your preparation and desire to secure a more permanent appointment, nothing will help you so much as a certificate that you have already had successful experience as a teacher. A principal knows the risk that he runs in giving a place in his school to an inexperienced candidate, but when this risk is entirely removed, he is generally quite ready to accept a man on a favorable recommendation for scholarship and character.

Teaching cannot continue to be a satisfactory occupation to one who has ceased to grow and who no longer has the ambition and energy to keep up his

studies. In general, service under such circumstances would become drudgery to him, and it would be unprofitable for the school. It is not possible to stand still intellectually, and merely going over the daily lessons with a class will not prevent mental stagnation. The teacher who has reached his limit, who has developed as far as it seems probable that he ever will, cannot long be retained in a good position. One's interest in his subject, his desire to become a superior instructor, and his ambition to stand well in his profession, should stimulate him to as much private study as he can find time for. If he has only a Bachelor's degree, it will be well for him, under the momentum with which he comes to his first years of teaching, to go on with his studies with the hope of receiving a higher degree. But whether he has in mind a degree or not, he will accomplish much more if these studies are carried on under the direction of the faculty of a graduate school, to whom he has to make report of progress.

The objection may be raised that teaching leaves no time for study and investigation beyond what is necessary for the daily routine; but by carefully planning your work, and learning to do it rapidly, and by turning to a good purpose some of the minutes and hours generally spent in idleness or in some kinds of diversion that are more than half idleness, you will find that you have time to accomplish almost anything you wish, if you are in earnest. Besides, there is the long vacation, a part of which may profitably be devoted to study. As Benson puts it: "It is clear that as a rule

the principal reason which keeps a man from reading, writing, private work of any kind, in a busy life, is not that he is too busy, but that he does not really want to do it." [1]

A live teacher's preparation is not finished as long as he remains in active service. He is learning every year something new about his subject, and understands better how to present it so as to impress it upon his pupils; and when in later years he looks back upon his work, one deep regret is that he could not have begun when in his strength, with the knowledge of things and the knowledge of young men which he now has.

[1] Benson, *The Schoolmaster,* New York, 1908, pp. 108 and 109.

CHAPTER V

INSTRUCTION

The main purpose, intellectual growth. Teaching pupils how to study. The teacher should forget himself and think only of his pupils. Honest and independent work. Enthusiasm and interest in gaining knowledge and power. The old required courses and modern elective courses. The need of small divisions in secondary schools. The few students of unusual talent. Temptation to substitute "lectures" for drill exercises. Pupils not to be allowed to shirk disagreeable tasks. The recitation. Drill masters. How to secure and hold the attention. The recitation an important event. Method of conducting a recitation. Dr. Taylor's Method of Classical Study. Laziness and dullness. Special privileges. Prizes and awards. Attempting to conceal ignorance. Acknowledge mistakes.

When you meet a class in the recitation room at the beginning of the year, this question will naturally present itself: "What is to be the purpose of my work with these boys in this course?" The task before you seems plain. They will come to you day by day during the school year; you will assign the lessons, hear the recitations, explaining as far as is necessary what is not already clear, and will take care that they do their work thoroughly and honestly. At the end of the year they should have a good knowledge of your subject and be able to pass a creditable examination on it for advancement to a higher grade, or for gradua-

tion, or for admission to some other institution. If they do this, you will feel that your work with them has been satisfactory, and it will be so regarded by the authorities to whom you are responsible.

But however important and useful the knowledge gained from your course may be, the acquisition of this knowledge is not the only result, nor the chief result, that ought to come from their year of study with you. The question for you to consider is not merely what your pupils can do at the end of this year, but also what they will be able to do ten or twenty years hence. A private tutor could in a few weeks cram them on a year's work for an examination in which they would pass, without the development of any of their mental powers. What they acquire this year is of far less consequence than the method by which they acquire it.

We expect the boy to do his classroom exercises as well as he would if each were an end in itself, but these exercises are valuable chiefly because they are the means by which his intellectual growth is to be gained. When he has finished his course of study covering many years, he should have much information that will be useful to him, but he will need something besides information and something more than the ability to pass an examination on what he has been taught by an instructor. He will then be called upon to make investigations of his own, to take up entirely new problems and new subjects and master them readily. It is of the utmost importance, therefore, that in his daily tasks he

be so taught and drilled that he may be steadily gaining the power upon which his success in life will to a great extent depend. The man who is satisfied to remain always a subordinate is well enough educated for his position when he has acquired the knowledge and skill necessary for his work; but the men who, under teachers, or by their own unaided effort, have gained by constant training such control of all their powers that they can use them up to their limit when they will, these will be the leaders.

Most boys need to be taught how to study. Some learn this lesson very late, and many never learn it at all. They dawdle over their lessons and make needless mistakes. They should be taught how to save time by planning their work in advance, how to begin the solution of a new problem at the right end, and should be required to have a clear knowledge of the meaning of the words they use. They should be made to appreciate the necessity of frequent reviews for things that are to be learned by heart, and the importance of laying a good foundation for a piece of work by first mastering the things that are fundamental. They should be drilled to think quickly, and at the same time accurately, to concentrate their attention on one subject, and to develop a memory on which they can depend. They will need these acquisitions when they start in for themselves, and after years spent in study they ought not to have to gain them by additional years of experience in the actual business of life.

The aim of the teacher should be to show his pupils

how to study the subject rather than the book; how, in their reading of text books, to study the thought and not the words; how to get the main ideas of a passage and then give them in their own language instead of trying to commit the words. This seemed to me to be one of the best results of the college training of fifty years ago. The most satisfactory discovery of my Senior year was to find that thirty pages of difficult reading were more easily mastered then than six at the beginning of Freshman year.

In the classroom the teacher should forget himself and think only of his students. He will accomplish little with them if his chief aim is to make a display of his own knowledge. He is in the school to help in their development, and must work in the way that is best for them, and not in the way that is most agreeable to him. Lengthy explanations by the teacher are easier for him than classroom drill, but drill is better for the students. The method of instruction should be such as to make the pupil think for himself. That he may learn to think rapidly and accurately, he needs those exercises that require him to fix his attention closely on one question and find the correct answer in the shortest possible time. Competition is a great help in such exercises. On the ability to keep one's mind fixed on a given subject, all good work depends. The pupil should be taught to give a reason for his statements. "Why do you think so?" "How do you prove it?" are helpful questions. I remember well how much more valuable the exercises became when

we were far enough advanced to have a teacher in ancient languages who often asked why we preferred one construction or one meaning of a word to some other. Do not expect your students to agree with you in all your views and explanations, but rather hope that they will not. If your teaching is having the right effect upon them, they ought to begin to think for themselves and to pass judgment on what you tell them and on what they read in books and papers. The teacher must insist that lessons set to be committed to memory be so thoroughly learned that they can be given without error and without hesitation. Looseness in these exercises will leave the boy with dull and uncertain memory, and he will soon be in doubt himself whether what he thinks he remembers is so or not. Dr. Soule of Exeter used to tell his students: "You must not only know a thing, but you must know that you know it."

The present method of deciding on a candidate's fitness for admission to college presents to the student an effective motive for honest and independent work. Some of us can remember when the chief part of the examination for admission was based on set portions of certain books in mathematics and ancient languages. It was possible then for a candidate who had used helps in his preparatory school to hand in a paper which would be accepted, when he was not prepared to enter college. If he had a good memory, he could give a fairly correct rendering of a passage in a Latin or Greek author, the construction of which he did not

understand. He could learn by heart the demonstrations in geometry. Now in mathematics he is tested in original problems, and in the languages a considerable part of his examination is at sight. Under these conditions he cannot make a creditable showing unless he has done his own thinking and has learned to depend on himself.

The demand of the present day is that studies be made interesting. If the teacher is allowed to limit himself to his chosen field, is thoroughly equipped in it, loves it, and loves his work, and knows how to teach, and if his pupils have studies suited to their capacity, they will catch his spirit, and under him even a dry subject will be made interesting. A subject may be so presented that it will be attractive and popular without having much value in education and without awakening any real interest in the class which takes it. There can be no genuine interest in the pursuit of a subject which is made so easy that it can be followed without effort, and which presents no difficulties to be overcome. The kind of interest which the teacher should aim to arouse among his pupils is that which makes them eager to master the subject, which grows as their knowledge of it increases, and which is sustained up to the end of the course.

In the early schools and colleges of America it was not thought necessary to adapt the instruction to the needs and capacities of individual students. All the members of a class were taught the same subjects and in the same way. In their preparation for college all read

the same authors in Greek and Latin and the same amount in each; all had the same training in mathematics and in any other branch taught in the regular course. After the boy entered college his work was the same as that of every other member of his class. If a new subject was introduced, every one had to take it. Allowance was not made for a difference in capacity or taste, and persons who, on account of peculiar mental characteristics, could get no real advantage from certain studies were forced to pursue them. The progress of the class was determined by what the average student could do. The bright and capable and interested were held back by the dull and poorly fitted and indifferent, and the only way open to him who could not or would not keep up was to fall back and go a second time over the same studies in the same way.

The modern arrangement of college studies in different groups, to be chosen according to taste or capacity or plans for future work, with the wide range of subjects now accepted from candidates for admission, gives the student the opportunity to get more out of his education, and to the teacher, especially the teacher of languages, the chance to introduce greater variety in reading, if he finds it monotonous to go over the same ground year after year. While the boy should be made to do well the portions of his work that are hard and disagreeable, it is not wise to force him to take for the main part of his education courses of study for which he has no natural capacity and in which he can take no

interest. Mental discipline is acquired by the effort to gain knowledge; but is there any reason why, under efficient teachers, mental discipline cannot be acquired by the effort to gain knowledge that is useful? The opportunity is now offered to the one who is wisely guided in selecting his college and his special department of study, to get the subjects which he is qualified to pursue with profit, and the young man of the present day, when he leaves college or the professional school, ought to be far better fitted for the duties before him than his grandfather or father was at the same age.

For the greatest efficiency, the courses of study in the secondary schools should be so planned as to meet the condition and need of each individual student. To this end adequate provision should be made for instruction in small divisions and for special instruction under carefully selected teachers of the few more talented and earnest boys. There are subjects that cannot be satisfactorily taught to large divisions. This is true of most studies taken up in a preparatory school, where so much time is necessarily devoted to drill exercises and where a student's progress depends to so great an extent on the opportunity given him to recite. As Professor Hans Oertel says: "A boy can no more learn a new language by hearing some one else recite, than he can learn to play the piano by hearing some one else play." In a small division the pupils have a great advantage in the personal influence of the teacher, not only over their habits of study, but also over their conduct and character. When a teacher has

only a few pupils at a time, unwelcome questions of discipline mostly disappear, and the pleasant relations between teacher and pupils have a permanent and uplifting influence. There are college instructors, masters of their subjects and of the art of teaching, who can hold the attention of every student in a large class; but it is too much to expect a teacher in a preparatory school, where he is responsible for the progress of each individual student, to do his best work in a division of thirty to forty boys. When there is ample provision for small divisions, the very best students can be put together and need not be held back by the slow progress of the dull and indifferent, who can get instruction better adapted to their wants when placed in a division by themselves.

It gives a teacher great inspiration to discover now and then that he has in his class a student of unusual talent. He will naturally be anxious to give him every reasonable opportunity to develop his powers, and will feel that such a pupil ought not to be held back in his progress by a class which, when spurred on to its utmost, cannot do half as much as his talented pupil can do easily. If such a boy is taken out of school and put under a private tutor, he will make greater progress in his studies, but will lose the valuable experience of associating with other students and of forming acquaintances with agreeable companions, some of which may ripen into delightful friendships. Because he is a boy of unusual mental ability and fond of study, he may become eccentric and unsocial, and

especially needs the opportunity for companionship and friendship which a large class offers.

But a boy of unusual promise ought to be given unusual opportunities. He probably will wish to do more than the class does. In that case, what he needs from his teacher is not so much additional instruction as wise guidance, advice as to studies and books, and occasional talks about the extra work which he is attempting to carry on outside. It is not improbable that his special talent may be in a subject not taught in the school and in which his teacher cannot guide him. If it proves so, it may be wise to encourage him to give to it, under the direction of some competent authority, whatever time he can spare from his regular studies; and it is not likely that these will suffer in consequence. If a bright and capable boy has a special talent for any particular line of work, there is strong probability that he will find therein the field of activity for which nature has destined him. I have in mind a student who came to college with a great fondness for botany. He had become interested in this subject before he entered the preparatory school, and had been encouraged by the principal to continue the study, mostly outside the regular curriculum, during his preparatory course. In college he had almost no opportunity to pursue botany as a regular study, as it was given only as an elective in one term. But during his four academic years, under the general direction of the professor of botany in the Sheffield Scientific School, he spent as many hours in the private study of his

favorite subject as he gave to all his regular courses taken together. That he did not neglect his college studies is shown by his rank in them, which placed him among the best ten in a class of about one hundred and fifty. He is now head of the Department of Botany in the University of California.

The master who is eager to interest his pupils or to hasten their progress is in danger of yielding to the temptation to do their work for them, and to be satisfied with requiring them to reproduce at a following recitation what he has given them. It makes the exercise pleasant, and if he insists on their learning thoroughly what he dictates, he can prepare them to pass a good examination. But this method of teaching does not educate. It amounts to little more than an exercise of memory. The boy does not develop mental strength and independence because he does no thinking for himself. The really valuable part of his education will come from what he himself does and not from what he sees his teacher do or other members of his class. One gets help so easily from teachers who make a practice of giving all their instruction by "lectures" that he soon shrinks from hard intellectual work. "It does not help a student to do his problems for him, any more than it does an athlete to do his exercise for him." It is worth many times as much to a boy to discover a truth by his own investigation as it is to receive it from his teacher without study. Even if the only object of education were to acquire knowledge, this would be a sure way, for what one learns by hard study is long

remembered, while the information which he has acquired from others without effort on his part easily passes out of mind. College students are good judges of the value of what they get from their instructors, and while they have a reputation (greater than the facts warrant) for selecting easy courses, they know what is good for them and what not, and when talking seriously about their studies, for the most part agree that the student is more helped by instructors who are very exacting in the daily requirements of the classroom, and that the most valuable courses are not those which are attractive simply because they are easy and pleasant and require little sustained effort, but those in which the students are conscious of thorough mastery of the subject.

In general, those schools will draw the best class of boys, and will have the longest waiting lists, which are most strict in their requirements for admission and for graduation, provided that they pay due attention to the physical and moral sides of education and are not characterized by narrow and petty rules.

There are but few people, young or old, who find all their allotted work equally agreeable. The boy, then, is not unlike his father if he finds among the tasks set for him some which he would be glad to avoid. All will agree that he should be taught to do every part of his work well and not to neglect what seems to him unimportant. In his training for self-control he should try to concentrate his thought on those parts that have at first no interest for him. If he has the courage and

persistence to stick to a disagreeable task, he will become interested in it and will have especial pride and satisfaction in its accomplishment. For one in training for hard service, the disagreeable tasks are perhaps the most important of all. It is not possible to tell in advance what will prove important, and what not, and the only way to be ready to meet any test, either in school or in life, is to be thoroughly prepared on all points. The habit of doing all parts of his work equally well will be of inestimable value to any man. If in his business or profession he does only what he most enjoys, and neglects that part which is disagreeable, he cannot expect to avoid disappointment. One is sometimes surprised to discover how much success in a task which he has undertaken has depended on careful attention to the small and unpleasant details.

Every teacher will have his own method of conducting a classroom exercise. One will be little more than an educational machine if he is satisfied to be only an imitator of others, though a beginner may have to be guided by what he has seen other teachers do till he has perfected a method of his own. Francis Gardner said to a newly appointed assistant in the Boston Latin School: "I shall demand of you results, but you may take your own methods of producing them. I shall not complain of your methods if the right results come. I shall always be glad to give you advice, but — one thing more. If you adopt your own course and methods, you may fail; if you try to copy mine, you

certainly will. In teaching, no one can copy another; he must be himself." [1] Most good teachers in the secondary schools make the greater part of the exercise a sort of daily examination, to find out what progress the pupil has made in the tasks assigned him, requiring him to tell as concisely as possible what he knows about the subject, and then leading him on by judicious questions. It is a great gift to be able to put definite questions in such a way that the boy himself discovers what you wish him to know, and to be able to lead a class on by a line of questions and answers till the subject under treatment has been clearly presented and understood.

Some of the best teachers in the secondary schools have been very expert drill masters. I have always been thankful for the kind of drill received in my first term at Andover. We were required to learn the paradigms in Weld's Latin Lessons and to be ready to give them at each exercise in their exact order, without question or suggestion on the part of the teacher, and without hesitation, from the beginning of the book up to the end of the lesson for that day. If, when called up, a boy did not know where to begin, or if when reciting he forgot the order, he went down immediately as another was called up in his place. This was a study of the book perhaps more than a study of the subject, but it required thorough mastery of the subject, and the closest attention on the part of every

[1] Dimmick, *Memorial of Francis Gardner, LL.D.*, pp. 39 and 40. (Printed for the Boston School Association, 1876.)

one in the division. I have never taught a class of beginners in that way, and no teacher would do so now, but in my preparation for college I never spent a more profitable term. The exercise aroused interest because of its difficulty and because the young students were eager to do well. The drill increased my power of concentration, taught me to be systematic, strengthened my memory, gave me confidence in my ability to learn anything required of me, and fixed the forms in my mind so that I never afterwards needed to refer to the grammar for them. There are things that are fundamental, which must be learned by heart, and the most economical way is to get them at the outset so thoroughly that they will never need to be learned again.

To put the student into the right attitude toward his recitation, the exercise should begin exactly at the appointed time, should move on quietly but rapidly, and should close promptly at the end of the recitation period. If the teacher is anxious to shorten the exercise, the boys will hurriedly slight their work. If he holds them beyond the hour, they will be wearied by the delay. If possible, every boy should be given a chance to recite at every exercise. If a student is called up every other day, he will be strongly tempted to make careful preparation only on every other lesson, and may soon lose his interest. Whatever may be the case with students much further along in their education, the boy at the age when he enters the preparatory school, if he has something to do, likes to have a chance

to show that he has done it, and done it well. He also takes readily to hard work; to a certain degree, the harder the task, the more interesting it is to him. He will spend a long time on a difficult puzzle, but has little real pleasure in a thing so easy that any one can do it. It is when he gets older and has been unfavorably impressed by bad companions, and knows too much about the ways of the world, that he is inclined to grow lazy and shiftless.

That man ought not to be a teacher who looks upon a recitation as a trifling affair which he can get through some way, whether he has made any preparation for it or not. A recitation is an important event. Before it begins, the instructor should have a definite plan of what he expects to do during the hour and of the way in which it is to be done. The best teachers make careful preparation for each lesson, and come to the classroom with a clear idea of the explanations to be given and the questions to be asked.

To avoid too much formality in the classroom and relieve the student from unnecessary embarrassment, many teachers now prefer to allow their pupils to recite without rising. But every boy ought to be able to express himself on his feet in the presence of others, with nothing to lean upon, and nothing before him to conceal an awkward position. Cyrus Northrop, when a professor at Yale, treated a recitation as an exercise in public speaking. Many of his former students will recall such expressions as: "Take your hands out of your pockets. Is that the proper position in which to

stand when addressing an audience?" Dr. Arnold showed his appreciation of a good recitation by saying to the boy who had done well, "Thank you." He had no compliments for the boy who failed, but told him in stern tones, "Sit down." Dr. Taylor was sharp and abrupt; his questions followed one another in quick succession. He never waited for a careless student to find the place, and gave the unprepared student no time to guess at an answer. If the student made a good recitation, the Doctor indicated his satisfaction by a pleased look and a simple nod of the head, but he abruptly stopped the boy who was making a poor recitation, with a deep and severe-toned "Sufficient." Professor Loomis wasted no words and allowed his students to waste none; with him it was a quick "No" to the man who was wrong, or "That will do" or "Very well" if he was right. If he wished to be helpful to one who was doing fairly well, but not well enough to satisfy him, it was "More exact" or "Why so?"

Dr. Taylor was a teacher of Greek and Latin and limited his instruction to the senior class. In his book, *Method of Classical Study*, he gives his view of the work that ought to be done in the early years in the study of Greek and Latin:

"No point that pertains to the fullest acquaintance with a word, or sentence, or the subject in general, should be neglected, so far as the advancement of the student has qualified him to investigate and understand it. The laws by which words have this or that form, why they drop a

letter here and assume one there, or change one elsewhere; what part is radical and what accessory; is the word regular or irregular in its formation; has it its primary or secondary sense, and the connection between the one and the other; is it simple or compound, primitive or derivative; its relation to other words,— what it modifies and what modifies it; and the sentence,— is it independent or dependent, substantive, adjective, or adverbial; is its position, natural or inverted; the difference between the several declensions and conjugations; why this mode and tense rather than another; all the laws of construction; the circumstances under which the treatise was written; the comparison of Latin with Greek idioms, and these with the English; the synonyms, history, biography, geography, mythology; the logic, rhetoric, poetry, oratory,— all these, with many other subjects, are to be made, at the proper stage, matters of careful study." [1]

He illustrated his method by a series of questions on the first few lines of each of the Greek and Latin authors usually read in the preparatory school. The questions were designed to include almost every point that could be suggested by anything in these lines. In introducing a class to the *Æneid* of Vergil, after about fifty questions on the author and his subject, he gives between thirty and forty on the first line of the first Book, and on the first thirty-three lines of the poem the questions extend over about thirty pages. Dr. Taylor says: "Such a method is slow at first; but it gives habits of close observation and analysis, power to reason, and a definite knowledge of fundamental

[1] Taylor, *Method of Classical Study*, Boston, 1861, pp. iv and v.

principles, which in the end will make the progress more rapid, and give a better preparation for other courses of study." This proved to be true of his students. For many years they had the reputation of entering different colleges with a remarkable preparation in Greek and Latin. In his time a large part of the work done in college was in these two languages. Probably no teacher did more than Dr. Taylor to improve the method of teaching the classics in American secondary schools, but it would not be wise for a modern teacher to try to imitate him. No teacher in a preparatory school would now feel justified in spending so much time on the first few lines of a new author, or in asking so many questions not really necessary to a good understanding of the meaning of the passage under consideration. If Dr. Taylor had lived a few years longer, it is quite possible that he would have been influenced by the spirit of the age to modify his method of teaching. But he taught his students how to do one kind of work thoroughly, convinced that they would do any subsequent work thoroughly as a result of this training, and the majority of them felt profoundly grateful to him in later years for the extreme thoroughness of his instruction.

The treatment which a boy should receive in recitation depends largely on his attitude toward study. The backward lad who studies faithfully should receive encouragement, though the result of his work be small. All teachers are familiar with the type of boy whose aim is to do the least which will be accepted, and who

thinks it a waste of time to get a standing of 51 when 50 is enough to pass him. We need to distinguish clearly between laziness and dullness. No expression of disapproval can be too strong for the boy who is lazy and will not study, and no condemnation is justifiable in the case of the dull boy who accomplishes little but does as well as he can. Judicious praise for earnest effort, given privately to a backward boy, is a better remedy for dullness than the harsh public criticism and sarcasm which it often receives. Many teachers have the feeling that their chief business is to find mistakes in a student's exercise, and that it will make him conceited to commend him for doing well. They therefore receive his well-written papers with an air of coldness and reserve and with no sign of appreciation. Words of commendation for an exercise well done would make him wish to do all his work well.

The granting of special privileges as a reward for good scholarship or conduct is generally much appreciated by the pupils. But when such privilege is a release from intellectual requirements, sometimes those to whom it is allowed are relieved from exercises which it would have been good for them to take. When students who reach a certain rank in their daily exercises are excused from the regular term examinations, they are satisfied to get the required standing in each exercise, and as a rule never look at the lesson again. They lose the advantage of the review, and also valuable practice in expressing their thoughts in writing in circumstances where they have to think quickly and

write rapidly and accurately. Later, when they are in college or in the professional school, where such tests are required, or when in their profession they have to prepare a paper, or a report, or an address that must be completed within a brief time, they may find themselves at a disadvantage in consequence of the lack of practice in an exercise from which they were regularly excused by their early teachers as a reward for good scholarship.

It is natural for boys to wish to measure themselves with one another in any exercise, physical or mental, and the teacher who knows how to encourage a spirit of competition without unfriendly rivalry will get more work out of his classes. Competition between divisions in a class reaches all its members, and is much better than that between individuals, because the lowest in scholarship as well as the highest are spurred on to do their best, in order to gain a creditable average standing for the division. There is objection to competition for large prizes where the success of one boy means the failure and disappointment of others. To be sure, the prizes of later life are of that kind. Only a few win them, while the large majority fail, and there is a great deal to be said about the advantages to be derived from the lesson of disappointment. Defeat, if it does not bring discouragement, is a strong stimulus to hard work, is a valuable experience for the development of character, and is a necessary preparation for what a man must be willing to accept in life. It is a real misfortune when a young man is to such a degree suc-

cessful that he becomes entirely satisfied with what he has done. That is one reason why so many who have done excellent work in college do not have a corresponding success in after-life. But when two or more classmates strive for the same prize, which only one of them can win, there is a personal element about it which it is better to avoid. It is not easy to keep down the hope that one's rival may do poorly. What begins as friendly rivalry may easily grow into jealousy and hatred, destroying the pleasant relations between classmates and lasting long after school-days are over.

Many of the ordinary prize contests are open to criticism also on account of the uncertainty of reaching a fair decision. In an athletic contest it is easy to decide when one contestant or one team is superior. There are fixed rules for the game and the spectators can tell as well as the judge which side has won. But when it comes to a prize in English composition, the excellencies and deficiencies of the work of the different competitors are so very unlike that it is difficult to make a satisfactory comparison, and in some cases the judges themselves do not feel sure that they are rendering a perfectly just decision. In a contest in public speaking, the decision often does not commend itself to the judgment of the majority of the audience. With another set of judges, whose views regarding the subject under discussion were different, the decision would probably not have been the same. In some oratorical contests the judges have been so evenly divided that a decision between the two best competitors has been made

by lot. When one has done his best to prepare for a competition on the decision of which much may depend, it seems hard that he should be defeated by a game of chance.

The best kind of award is one where the number of prizes is not limited, where all can share who have come up to a certain standard, and where the main purpose is not to defeat somebody, but to do well. Then every one whose work deserves it can win, and there is no injustice. The man who loses knows that his work was inferior. It is no great consolation to a defeated man to tell him that his effort would have won the prize in any of the preceding five years; somehow, that makes the injustice seem so much the greater.

Neither pupils nor teacher can safely practice the art of bluffing. If the pupil pretends to understand a subject when he does not, he loses the opportunity of getting from his teacher the instruction in it which he needs. It is in every way better for both parties to be always frank, never trying to conceal ignorance. One of my college friends who took a school for a term or two after graduation was called upon to teach some subjects which he had never studied, and some with which he had long been unfamiliar. When, as occasionally happened, his pupils came to him with a question which he could not answer, his uniform reply was: "It will be far better for you to get that out yourselves than to have me tell you. Keep on working at it, and if none of you can get the answer, ask me to-morrow and I will help you." Then, after an evening spent in

desperate search for help, or, failing in that, in hard study, he was primed for the question the next day. There could be no sounder doctrine than this, as far as it applied to the efforts of the pupils, but it was bad policy for the teacher because he was practicing deception on them, which they were sure, sooner or later, to find out and so lose confidence in his ability and honesty. I remember with great respect and admiration a young college instructor who, on several occasions, when hard questions were presented to him, told us frankly that he did not know, but would make further study of the subject; and every student in the class thought more highly of him for his frankness and sincerity.

A careful teacher may secretly hope that if he ever carelessly makes a mistake in the presence of his class, it will escape notice. But the probability is that, whenever such ill-luck befalls him, some bright lad will detect his errors and bring them to his attention before he himself suspects them. It is sometimes hard for the man, who is supposed to know everything about his subject, to admit that he has been wrong, and he may defend himself by trying to show that, looked at in a certain way, his statement was correct. Most students can recall teachers who usually took this stand. One need not hesitate to own up to his mistakes and correct them. Your aim is accuracy in scholarship, but if on any point there is question whether you were accurate, it weakens your influence to try to prove that you were, while by publicly acknowledging a mistake

and calling special attention to it you show that your purpose is to have the class learn only what is true. The wisest teachers do not pretend to be infallible. Error and forgetfulness are human. Rev. John Barnard, in his autobiography, gives a charming illustration of the manner of Ezekiel Cheever, showing both the severity and the gentleness of that great teacher:

"I remember once in making a piece of Latin my master found fault with the syntax of one word, which was not so used by me heedlessly, but designedly, and therefore I told him there was a plain grammar rule for it. He angrily replied, 'There is no such rule.' I took the grammar and showed the rule to him. Then he smilingly said: 'Thou art a brave boy. I had forgot it.' And no wonder, for he was then above eighty years old." [1]

[1] Collections of the Massachusetts Historical Society, Third Series, Vol. V, p. 180.

CHAPTER VI

GOVERNMENT

Every unsatisfactory boy a problem to be solved. Learning how to govern by practice. Five points to keep in mind. The young teacher sixty years ago and the young teacher to-day. Experience of Dr. DeForest. Getting the support of the leading boys. Notice not to be taken of every misdemeanor. Methods of a detective not to be employed, and one student not to be asked to testify to the faculty against another. A teacher's influence on the manners of his pupils. Personal influence of the supervisor of a school dormitory. The teacher a friend and counselor. Must keep his dignity, and must not engage with his students in contests in which he is inferior. Must believe in his boys and must know all he can about them. Best kind of treatment often that of which the boy has felt the want in his early life. Help in dealing with a new class obtained from previous teachers. A few examples. Advantages of a teacher's reputation for good order.

The more thoroughly you understand boys, the more interesting they are likely to become to you and the greater your delight in teaching them. You will find the larger part responsive and ready to do cheerfully what you advise and require. For these your principal thought will be to give the kind of instruction which they need. But in almost every class of respectable size, boys will be found that call for something more than instruction in their studies. There will be perhaps those who are coarse and disagreeable, without

being morally bad; some not vicious, who take delight in little tricks too small to notice, but annoying; and some whose conduct is characterized by downright meanness and vulgarity. Every boy of an unsatisfactory sort presents a separate problem for his teacher to solve, and it is one from which the teacher must not shrink; here is something worth striving for. You may confidently hope to see many of the unpromising boys become obedient, manly and brave, even if you cannot arouse in them such high ideals of character and attainment as you desire. A wayward and self-willed boy saved from his evil tendencies often makes a strong and earnest man, and there is greater satisfaction in helping a weak boy to conquer himself and set out on the upward path than there is in giving instruction to those who have no need of correction. In the latter case you will have a share in the development of young men already good; in the former you may have the joy of saving a youth who without your help would have been lost to himself and perhaps a curse to the state. The business of the schools is to take boys as they are and so educate them that they will turn out good men. If a boy's propensities are bad, influences must be brought to bear on him which will help to give him a right view of life, its opportunities and responsibilities. In some cases there is need of more love and sympathy and appreciation; in others, of a firmer and stronger hand.

A teacher cannot expect to know all that is necessary about the government of a room till he has had

some practice. This thought will encourage him when he fears that he is making a failure. Much help can be gained from good books and from other teachers, but successful experience is needed to give him confidence in himself. Until he has had experience in government, it is advisable to avoid extremes. Laxity will never succeed, and extreme severity will generally prove a dangerous venture. In my judgment, it is better to begin with a reasonable degree of mildness, and then if necessary gradually tighten up. Some advise the opposite. It depends, of course, somewhat on the characteristics of the teacher and on the condition of the school. But a class will not have a good opinion of a teacher who starts in with a great display of rigorous discipline and then backs down. It will be helpful in the beginning to keep constantly in mind five points:

(1) The chief object of school government is not to succeed in punishing every offender, but to train the pupils to a right view of life, so that they will give up mean and foolish offenses because they are unmanly and wrong, and not from fear of punishment.

(2) Certain things must be insisted on: prompt obedience, respect for authority, honesty, truthfulness, accuracy, punctuality, good manners, neatness; and there must be no compromise with evil in any form.

(3) Students will respect and cheerfully obey the teacher whose fairness and justice are never questioned.

(4) It is better to keep a boy from doing wrong

than to punish him for having done wrong; better to gain obedience by considerate treatment than by force.

(5) To govern a schoolroom or building requires great patience and self-control. Many of the difficulties of administration would disappear if the teacher or principal always allowed himself time for reflection before giving expression to his feelings in words or actions. The man who can always be depended upon to control himself is not in danger of losing the control of his class or school.

When I began to teach, no directions were given me regarding the subjects to be taught, and no advice about the organization and management of the school. In teaching I followed tradition, and in discipline I relied on my own judgment. A schoolmaster in those days could manage his classes much as he pleased, as long as the order was satisfactory.

The young teacher at the present day usually begins in a school which is already well organized. He is told what he is expected to teach. He can go freely for advice to his principal, or to the head of his department. In matters of order and discipline he follows the established regulations of the school, and behind him is the whole authority of the institution, with all its ideals and traditions and its power to enforce its rules. With so much support on every side he can hardly realize what it was to begin when the schoolmaster had to stand alone, unadvised and unsupported, doing as well as he knew how, but still doubtful as to the wisdom or justice of some of his acts, and some-

times anxiously expecting to meet on his way home at night the father of some boy whom he had disciplined during the day. With his duties marked out for him, and the school administration to support him, it seems easy now for a teacher to keep control of his room. But many teachers prove incompetent, and the most of these prove so because they fail in government. It is still as important as it ever was that the teacher have the power to keep his students under strict control. Though he is in a strong position when he has the authority of the school at his back, he must not depend on that alone, but should have resources of his own.

Dr. DeForest, the well-known missionary to Japan, when a lad of sixteen, taught a term of school in a Connecticut town. When he reached the place on the evening before his first schoolday, he was not greatly encouraged at the prospect. He learned that the big boys had made a practice of carrying his predecessors out of the schoolhouse and ducking them in the snow, and that they were planning to open the school the next morning by putting him out. He went early to his task, much perplexed, for he knew that any one of the young giants would be more than a match for him. As he sat alone at his desk wondering what would be the outcome, a boy that he thought must be the biggest one of the gang came in, noisily threw down a few books upon a desk, and began to brush away the snow from his coat. DeForest saw his chance. Here was probably the youth who had planned the whole

campaign. He addressed the boy in a polite way, talked with him familiarly on matters of common interest as he would with any companion, and showed him by his courteous treatment that he thought him a good fellow and a gentleman. He won the boy's respect and support. The teacher had taken him for a gentleman, and he would be one. When DeForest, in his pleasant manner, said to him, "Jim, do you know, they say the fellows are going to put me out?" Jim straightened up with much pride and made answer, "Well, if they do, they will have to walk over my dead body." The young teacher settled the whole question of order for the term by getting that boy on his side.

In a general way, that is what every teacher would like to do. He needs the support of those who are leaders; by leaders, I have in mind not merely the good students and the older and more influential boys. He must have their support, and cannot succeed without it. But he needs also to get on his side those who, full of life and fun, are capable of being leaders in mischief. It is not difficult to get the good-will of these if the teacher tactfully shows confidence in them and assumes that they are in favor of order and ready to aid him in maintaining it. If you suspect that a boy of influence is likely to become a leader in any particular disorder, it is not a bad plan to talk matters over with him in a judicious way and give him the responsibility of preventing it. He will be pleased to discover that you have confidence in his good intentions, and also confidence in his ability to accomplish what you desire him

to do. You can sometimes save a boy whose propensities seem wholly evil by getting him interested in doing something for the welfare of the school. Every headmaster, following in the footsteps of Dr. Arnold, appreciates the influence of the senior class over the boys in the lower classes, and uses all proper means to secure their coöperation. The seniors set the standard of conduct in the recitation room and on the athletic field. What they say is accepted as sound and right by the school. They can reach and influence the younger boys where the faculty cannot. The senior class preserves old customs and starts new ones and gathers them into traditions. The spirit of the institution is what they make it. When the faculty secure the hearty coöperation of the senior class, the little community becomes in a large degree self-governing, and not only are the relations between faculty and students more cordial, but the general order is far better. The responsibility thus given to the highest class greatly increases their attachment to the school. They go away at the end of senior year proud to be numbered among its graduates and determined to do what they can to show their loyalty.

The author of *Tom Brown's School Days* says of Dr. Arnold: "He knows better than any one else when to look and when to see nothing." A teacher with good eyes may hope to see about everything that goes on in his room. It is well for the pupils to believe that he can do this, but it is not wise for him to take notice of every act to which it is possible to object. Many

things will occur that you dislike. The most of them will be in themselves too small to notice. Some of them will be done on the sly, from bad motives. When you catch a culprit in the act, you will have a good opportunity to settle up with him in a private interview. Perhaps you can get his assistance in suppressing the disorder, as suggested in the preceding section. But as long as he remains undiscovered, do not let him think he is causing you any uneasiness. There are many ways in which a mischievous boy can create disturbance in school without getting found out. He plays his tricks mostly for the purpose of disturbing the teacher, and his delight is in the successful result; when he discovers that his petty meannesses do not annoy anybody, the chief motive for them is gone and he decides that he does not get pay for his trouble. One way to make a room disorderly is to show your pupils that you are suspicious of their motives and are constantly on the watch for a disturbance. They will probably see to it that you are not disappointed. The teacher who is always looking for disorder will have little time for instruction, and cannot be in a state of mind to arouse interest in his subject. The best way is to assume right intentions on the part of your pupils and treat them accordingly. With very few exceptions, their conduct will be good if they understand that this is what you expect of them.

In the government of a room or of a school, I would not employ secret methods. The state has to deal with counterfeiters, robbers, incendiaries, murderers, and

criminals of all kinds, and feels justified in resorting to spies and private detectives, and in inducing partners in crime to turn state's evidence and betray their accomplices, with the hope of escaping punishment themselves. But boys in the process of education are seldom guilty of acts that are criminal, and when they are not, it is unwise to treat them as criminals. I would not, therefore, make any use of the methods of a detective, except perhaps to discover the perpetrators of an offense which is punishable by the laws of the state, like theft. The boy who habitually steals or commits any other crime puts himself into the criminal class and forfeits his right to the treatment accorded to his companions who are honest, and it will do him good to know this. When a student breaks the laws of the city or state, he should be dealt with in exactly the same way as any citizen would be who is guilty of a like offense.

Under no circumstances would I encourage one student to testify secretly against another. He would feel mean if he did it, and I should feel meaner if I allowed him to do it. Respect and honor are given the youth who has the courage to stand up in a manly way and say, "Do not blame any one else; I did it," but only pity and contempt to him who points out the guilty boy behind his back and says, "He did it." But when the members of a class or a school assume the responsibility of self-government, as, for example, in what is known as the Honor System, each one is under obligation, when called upon, to give openly, not

to the faculty who have no further responsibility in the matter, but to the officers elected by the school or class for that purpose, any evidence which he may have against a fellow student who has broken the laws which the students themselves have made, or have agreed to observe. Otherwise there could be no student self-government. By his own courteous demeanor the teacher will exert a refining influence on the manners of his pupils. Many a young man owes his good fortune in securing a desirable place in business to the teacher who taught him to be polite. In the daily school routine there is enough to provoke a teacher to say things that are harsh and unkind, that hurt the feelings of those to whom they are addressed, and bring regret to the one who has said them. A sarcastic speech, under the sudden impulse of some affront real or imagined, will undo what many days of patient effort have accomplished. Pupils wounded by sarcasm and ridicule lose respect for the teacher who has insulted them, and are often instigated to acts of resentment and hostility. True politeness is not external polish, but is the outward expression of a kind heart. Its proper aim is to contribute to the happiness of others, not to make a display of one's own accomplishments. Bad manners, like coarse jests, throw open the door to a man's inner life and let people see just what kind of a man he really is. Politeness is not inconsistent with severity in discipline. On the contrary, it is what is needed to make strict discipline effective. The value of a warning or reproof is more than doubled when it

is administered by a parent or teacher who has a kind consideration for the feelings of the one who has done wrong.

I have already spoken of the unusual opportunity for personal influence open to the master who has the supervision of a school dormitory. If his only purpose is to have the reputation of an orderly building without much effort on his part, he can secure this end most easily by becoming personally acquainted with all his boys and showing an interest in them. But there are masters to whom this will not be the chief purpose, who will be willing to live among the boys more like older brothers, associating with them as companions a little further along in years, and letting their own lives exert a silent influence for good among them. The best results will be obtained by quiet and unobtrusive efforts, without giving too much unsought advice. Constant nagging is always offensive, and defeats its own end. If the master is a man of authority, much responsibility may be left to the occupants of the building; but here as elsewhere it is to be remembered that the boys are under his care, and that he is master.

How often a master should make it his practice to call on the boys in their rooms, or have them call on him, he must decide, unless the question is already decided for him by the rules of the school. He cannot afford to lose his hold on any boy by seeming to neglect him. On the other hand, if his calls are too frequent or too long, a boy's chief thought may be, "When will he go?" Much, we might say all, depends on the

master. If he is agreeable and winning and always has something worth while to tell them, his boys are not likely to see too much of him, and a brief call at any suitable time will not be an unwelcome interruption. All social events are expected to interrupt work more or less; that is in part their purpose. If he has set times when he is accessible to all, as he no doubt will, those who need his help most will probably not come. One or two of the most forward may consume his time, without profit to themselves and with loss to the others. If he asks some timid one to come alone, the boy may look upon this as he would upon a request to remain after recitation and come expecting some reproof. In these closer relations each boy must be dealt with as an individual, and not as part of a machine, and the master must to a great extent follow his judgment, corrected from time to time by his own experience.

The student now looks upon his teacher as a friend whose purpose is to advise and help him, and not to find some ground for suspending him or dropping him from his class. In the attitude of faculty and students toward each other in many schools and colleges fifty years ago there were some things to suggest two hostile bodies, each trying to get the better of the other. At one of the early class faculty meetings which I attended as a tutor, the senior officer of the Freshman class, in order to impress upon us young officials the importance of strictness in discipline, said: "No man is fit to be a tutor in this college who does not have his windows broken." This same senior officer impressed upon us

also that it was important for a tutor's reputation that he have a large number of men "below average." I remember with what apparent disgust he said to one tutor when we were making up the class standing for the first half-term: "What! Have you no man below average?" To have a large number of men below the passing mark was then thought to be evidence of a high standard on the part of the instructor. Now it is generally taken as evidence that the instructor is a poor teacher.

The relation between teacher and pupils is to-day quite different from what it was when, as Professor Denison Olmsted expressed it, "the dignity of the college officer was measured by the yard," referring to one of the old laws of Yale College, by which undergraduates were forbidden to wear their hats within ten rods of the President, eight rods of a Professor, and five rods of a Tutor. The young teacher now is expected to treat his students more as the eldest son would treat his younger brothers, but it is as important as it ever was that he keep his dignity. He has been appointed their master, and as such holds a position of great responsibility. While his manner toward them should not be distant or repelling, too much familiarity is not good for him or for them. The teacher who is kind-hearted, appreciative and affectionate cannot help becoming fond of his pupils, especially of those who are lovable, as most boys are, but they are not to be treated as equals. They are not his equals in school, for he has been given authority over them, and if he makes

them companions out of school, companionship must not approach to that familiarity which breeds contempt. It is proper for him to know as much as possible about those under his charge, but it is quite possible for them to know too much about him. Due reserve will insure their respect. He may engage with his pupils in any contest or sport without loss of dignity, as long as he does a little better than the best of them. But it is not wise to make a show before them of inferiority or lack of skill. In whatever capacity he takes part with them, he ought to be the acknowledged superior. It will weaken his influence if they laugh at his awkward performances or pity him because he cannot do better. If he is a poor player, it will be wise for him not to join the boys in their sports on the athletic field; he will appear to better advantage as a spectator. If he is an indifferent performer in the gymnasium, he will do well to take his exercise there when his boys are occupied elsewhere.

To have the right kind of influence over boys, you must believe in them. You must see and appreciate what is good and lovable in their nature, and must not forget your own shortcomings when you were at their period of life. You must give them credit for good motives, and not show suspicion about their statements. By so doing you will appeal to what is best in them, and they will be above an attempt to deceive you. Dr. Arnold did not ask a boy for proof of his assertion: "If you say so, that is quite enough; of course I believe your word." And the boys said: "It is a shame

to tell Arnold a lie; he always believes us." We know well enough that he did not always believe that they were telling the whole truth when he accepted their statements, but it was a better reply to make than the one that has been a favorite with so many modern teachers: "That is a pretty small hole to crawl through — but you got through." No schoolboy's nature at its worst can be totally bad. His experience of evil is not yet far enough advanced to harden him against the unselfish interest of one who has faith in him.

To understand how to deal wisely with any individual boy, you must learn all you can about him. You will need to know what kind of a home he comes from; something about his parents and whether he is an only child; of what sports and amusements he is fond; what books and magazines he reads; what his tastes and ideals are; what he plans to do when he becomes a man; who his companions are, and what his reputation is with them; whether he is a leader among other boys, or is led around by them; and of course what his previous record in school has been. The more you know about his home and his previous history, the better able you will be to help him. If you have the time and opportunity, a personal acquaintance with the parents is desirable. In some cases, the more you know about the parents, the more sympathy you will have for the son. A teacher gets knowledge of much that is sad in the families of some of his pupils, not only of bereavement and sorrow, but of lack of parental love and care, in

the homeless lives of children whose parents are separated.

Sometimes the best kind of treatment is that of which the boy has felt the want in his early training. In my first school there was one difficult case to which I still look back with great satisfaction. It was that of a boy whom no teacher had been able to manage. He seemed ugly and revengeful; the more he was scolded and punished, the worse he grew. I asked my predecessor how he governed him, and he said: "He is beyond hope. There is only one thing to do; knock him down; and even that never seems to make him any better." I could not understand how a boy could be made better by that method of discipline, and I had not the heart to adopt it. This was my first hard problem, and I think I solved it in the right way. I was convinced that the boy had never known what appreciation and kindness were. He had received nothing but harsh treatment at home and in school. I patiently tried the method to which he had been a stranger. The result surprised and delighted me. He responded to friendly treatment and began to enjoy doing well in the tasks which I required of him. It gratified him to receive commendation and praise. Within a short time there was no better boy in school; he grew fond of books and even became a favorite with those who had most despised him.

When at the beginning of the year a teacher takes a new class, he can get helpful information about boys whom he does not know from those who have had them

before. This will save him mistakes and misjudgments, and will secure a fairer treatment for them. A few characteristic phrases attached to their names, favorable or unfavorable as each case requires, will serve like weather signals, showing about what may be expected. But they are to be considered only as cautionary signals, and are not to influence one's judgment based on his own experience. In a new subject a boy may do a great deal better or a great deal worse than he has done before. His deportment also may change for the better or worse as he advances to a higher grade. On a list of one hundred students, perhaps sixty-five or seventy will be commended as "first-class," for whom no further note is necessary. Of the others, such individual characteristics may be given as will be helpful to a teacher who has them under his charge for the first time. The following examples are taken from actual reports made many years ago, and are at least interesting as showing that students of a former generation had much the same characteristics as those of the present day:

1. Exemplary in every way; scholarship good.
2. Fine fellow; truthfulness itself, but needs control.
3. Footless; poor scholar; great baby; forced to go to school against his wishes; ought to be on probation all the time.
4. Good, but careless about written exercises.
5. Overworks; hard dig.
6. Careless, effusive, needs rein.
7. Rather too easy-going, but not a bad boy.
8. Irregular from nervous prostration; fine fellow.

9. Mothered too much.
10. Hard worker; scholarship fair.
11. Has many illnesses, but faithful, quiet fellow.
12. Great bluffer.
13. Has reformed and turned over entirely new leaf; promises well; needs firm hand.
14. Wants many privileges, but in general deserves them.
15. A complaining struggler.
16. Good intentions; weak; needs close watch.
17. Health poor; choice young man.
18. Champion sponge and bluffer; healthy invalid; spoiled at home.
19. Poor scholar with weak eyes.
20. Nice, harmless little fellow.
21. Thorough gentleman; honorable; scholarship good.
22. First-class rough diamond.
23. Footless; nothing vicious, simply lazy.
24. Spoiled mother's boy.
25. Modest, sickly, sensitive, but well-meaning.
26. Started well, grew more and more careless, scholarship declining.
27. Inclined to neglect serious work for outside activities.
28. Dull; seems obstinate; supports himself; hardly worth educating.

The advantages that come from a teacher's reputation for good order must not be overlooked. Boys are not inclined to trifle with a master who has a reputation for strictness, who insists on gentlemanly deportment, and will not accept slovenly or careless work. They expect to behave and to study when they come under him, and this relieves him from almost everything that is difficult and disagreeable in the management of his room. The teacher who is loose in government will

have indifferent pupils, and cannot hope to create a general interest in study. The normal boy likes to be commanded by one who has the right to command. As the member of an athletic team, he submits with manly pride to the orders of his captain. He likes military drill, and prefers a teacher whose discipline is firm and consistent, who is a real master, to one who lets him do much as he pleases. The master who is uniformly strict may be feared more than he is loved, but if he is always just, he will be respected, and when his boys become men they will realize that strict discipline was what they needed.

CHAPTER VII

RULES AND PENALTIES

The fewer rules, the better. Unsatisfactory results of a general rule. Corporal punishment once the usual penalty in school and family. This penalty now generally abandoned. As far as possible, govern without penalties. Herbert Spencer's views on natural penalties. What the discipline of the school should teach about the results of wrong-doing. Self-government. Reproof and penalties not to be given in presence of the school or class. Discipline must be uniform. For serious offenses the natural penalty is dismissal.

THE right man to put in charge of a schoolroom is the one who can control it by his presence and has little need of rules and penalties. Benjamin Apthorp Gould of the Boston Latin School had a rare faculty for maintaining discipline without severity. His predecessor had withdrawn because the school was in such a condition of disorder that he could not control it.[1] Ralph Waldo Emerson was a student in the school at this time, and he thus describes Mr. Gould's first act when

[1] Mr. Gould was appointed to fill this unexpected vacancy in May, 1814, while a senior at Harvard. He gave such satisfaction that he was continued as headmaster, and was allowed to receive his degree with his class. Under his administration the school rose from a temporary depression to which it had been gradually falling under his predecessor, and rapidly advanced in reputation and numbers. He had a powerful personal influence, and his government was uniformly kind and just.

the committee had left the room in his care: "As soon as the committee took their hats and turned the door, the boys began to buzz their opinion of the new master in low tones. Mr. Gould turned around to them and lifted his finger to command silence, which was instantly obeyed, and from that moment he ruled." [1] In a large building, where there are many rooms and many teachers, there must be a code of rules for the orderly movement of the whole body; but when it comes to the personal conduct of individual pupils in a classroom, the fewer rules the better. I have already spoken of one of my early schoolmasters, who had only one rule for all pupils and for all cases: "Do right." This rule appealed to the conscience of every boy. He knew what was right and what was wrong, and he was put on his honor. A boy will be tempted to break a rule for the mere pleasure of doing it, when he would not think of committing the act covered by it if it were not forbidden. Thomas Hughes, in *Tom Brown's School Days*, said of the Rugby students: "They only looked upon rules as a sort of challenge from the rule-makers which it would be rather bad pluck in them not to accept." This is human nature. A good many men do the same.

One unsatisfactory result of making a general rule is that, if it is enforced impartially, the penalty may hit an innocent boy and miss the real wrong-doer for

[1] Report of the Centennial Celebration of the Alumni of the Boston Latin School in *The Boston Daily Advertiser* of November 10, 1876.

whom it was intended. I would not make a rule, with a fixed penalty, against this or that kind of disorder, unless I was sure beyond a doubt that it could be enforced successfully and without injustice to any. One of my friends was employed for a term or two as instructor of a college class. He was thoroughly qualified to teach his subject, but he was without experience in teaching and lacked the keenness of vision which is so great an aid to the teacher in maintaining good order. As his subject was considered dry and as the recitation was not infrequently continued beyond the hour, the students became restless, and missiles were sometimes thrown across the room. As "the day we celebrate" drew near, the missiles took the form of toy "torpedoes." Finding himself unable to discover by whom these were thrown, he made a rule that he felt sure would be effective. He announced that he should hold the person responsible nearest whom the projectiles were exploded! Of course, after that they were all exploded on the wall behind his back.

A great change has taken place within the last century regarding the method of managing the young. The early settlers of New England evidently believed that boys were by nature bad, and that the only way to make a bad boy good was to chastise him till his "will was broken." This was a natural corollary of the doctrine of total depravity. They looked upon chastisement as a religious duty, and delegated to the schoolmaster the power to inflict punishment on their sons according to his own judgment, reserving to the

father the right to make complaint only when he thought punishment was too severe. As early as 1645, the people of Dorchester, in the colony of Massachusetts Bay, adopted a long list of rules and orders for the regulation of the public school in that town. Among them is found one on corporal punishment, of which the following is a part:

"And because the Rodd of Correction is an ordinance of God necessary sometymes to be dispensed unto Children, but such as may easily be abused by over much severity and rigor on the one hand, or by over much indulgence and lenitye on the other; it is therefore ordered and agreed that the schoolmaster for the tyme beeing shall have full power to minister Correction to all or any of his Schollers without respect of persons according as the nature and Qualitie of the offense shall require; whereto all his Schollers must bee duely subject; and no parent or other of the inhabitants shall hinder or go about to hinder the master therein."

At the present day corporal punishment is forbidden in the public schools of several of the larger cities, and, in many others, is allowed only when all other means have failed, and then under very definite restrictions. In the best private schools it is now unknown. When it ceased to be fashionable, the spirit of the pupils became better, and it was found that what could not be accomplished by brute force could often be attained by more humane methods. Instead of attempting to subdue the evil in a boy's nature by harsh treatment, the modern teacher appeals to his good impulses and manly aspirations, to his sense of honor, and to his ambition to be known as a gentleman. The self-willed boy need

not " have his will broken " by beating him till he gives in, if he can be taught to control his will and become self-governing. But the one essential thing in discipline is submission to authority, and the teacher who fails to secure this fails disastrously. If this end cannot be gained by any other means, the will must be reached through the body; force is to be preferred to failure. I am no friend of corporal punishment, as generally understood, and never resorted to it when a teacher in the public schools; but there is no doubt that the use of the rod and ferule is a less evil than continued disobedience and a disorderly school.

I am convinced that it is best to govern without penalties as far as possible, but of course this is not always possible. One may decide on the general principle to follow, but it is not so easy to be clear about the best course to pursue in an emergency. The safe way is to act with great deliberation, and never settle a difficult question of discipline on a sudden impulse. The teacher may thus be saved from an act which he might like to undo, and the boy who has committed the offense will get no little punishment from the anxiety and uncertainty caused by postponement. It is said to have been the practice of Dr. Abbott of Exeter to put the boy who had been guilty of a serious offense in a room by himself and leave him in suspense, that he might have opportunity to reflect on what he had done, and to dread the impending punishment which he knew would be severe when the Doctor came in to settle with him.

Though corporal punishment has been mostly done away with, results as bad or even worse may be produced by the sarcastic rebuke which is no less brutal. The sting of the rod was soon over. The sneering reprimand inflicts a wound which lasts as long as the memory of the boy who receives it. It is well worth while to deal patiently with the pupil who needs frequent correction. Such boys often make better men than those who have a sort of precocious goodness, who sometimes prove in mature life unreliable and unable to withstand strong temptation.

Every teacher has days when the work drags, when the boys are restless and troublesome, and all things go wrong. This may be the result of the weather or of the condition of the room. The reason may be found in some event of yesterday or of to-morrow, in which they are more interested than in their lessons. Or the trouble may come from some bodily or mental ailment of the teacher himself. If he is not at his best, he cannot expect his pupils to be so. Whatever the occasion may be, this is the time for the teacher to maintain his calmness and self-control and to refrain from scolding and from inflicting penalties. The occasion does not call for punishment, but for something that will cause the pupils to forget themselves, and put them into a new mental attitude; some exercise that will so interest them that they will fix on it their undivided attention, some story, or a talk on an unexpected topic; or, for younger pupils, an attractive task in which all can engage in a spirit of competition.

During a half-century of teaching and administrative work I have been a careful student of Herbert Spencer's views on education and have been greatly influenced by what he writes in commendation of natural penalties in his chapter on Moral Education. This is excellent reading for any one who has responsibility for the training of the young.

We need to keep constantly in mind that the purpose of discipline, as well as of teaching, is to prepare our pupils for the duties and responsibilities of life. In a few years they will be free men, citizens of a free state, and subject only to the laws which they and their fellow-citizens unite to make. The time of greatest danger to the boy is when he goes out from under the control of his family and teachers, into the world, where he is essentially his own master. It is then, when suddenly freed from external restraint, that he may be tempted to yield to influences that undermine the foundations of character laid in the home and school. When he reaches that period, he ought to know, so thoroughly that he will not need to learn it by costly experience, that by the law of nature good or evil will come to him mainly as the result of his own conduct. If he is not prompt and faithful as an employee, he will lose his place; if he is irregular in his habits and reckless in his way of living, he will lose his health; if he is square and honest, he will be respected and trusted; if he is tricky and underhanded, he will have no standing. The discipline of the school should be such as to teach him this lesson of the natural result

of his own conduct. This is not the ordinary lesson derived from penalties that have no natural connection with the offense, and which are often inflicted arbitrarily, according to the whim of the parent or teacher. It is not to be denied that such punishments check the evil action for a time, but they do not tend to produce a permanent reform in the boy, and while we do not forget what is due the school as a whole, in dealing with the young the reform of the individual should be the chief object sought in the giving of penalties. When arbitrary punishment is inflicted, the boy is deterred from committing a like offense again by the fear of punishment, but not because he cares whether his conduct was right or wrong. To him any kind of conduct in school becomes right enough if it does not involve some penalty. When he gets where there is no longer any supervision over him, and where the penalties for wrong-doing are very remote, what restraining influence will he feel as a result of such discipline? The temptation to go wrong will be hard to resist because he sees nothing to fear in the way of immediate punishment, and is unmindful of future evil results.

That kind of discipline in school is best which comes nearest to the discipline of a good home, where the children are taught to understand the natural consequence of their conduct. The best reward of good conduct is the feeling of satisfaction that one has done right and has contributed to the happiness or welfare of others. The heaviest penalty of the wrong-doer is his own self-condemnation, the feeling that he has

done wrong and has injured others or has made them unhappy. The sense of guilt with the consciousness of having injured another, if a boy can be made to realize it, is a heavier penalty than any that can be added by the authority of the school. When the relations between teacher and pupil are friendly and cordial, to have incurred a teacher's displeasure will be a penalty which the boy will feel keenly. He will also suffer much if he is conscious of a loss of the respect of his classmates. To apologize for an injury or insult to another is a natural penalty, and while I would not force a boy to apologize, I would advise it in such a way that he would think it the only manly thing to do. The loss of privileges which are highly prized is an appropriate and effective punishment. To atone as far as possible for a wrong action by doing a good one will seem just and proper to almost any one if the subject is rightly presented to him. When a boy fails to prepare his lesson, it seems a natural penalty to detain him after the exercise till he learns it, but this often punishes the teacher as well as the boy, and giving a boy mental work to do as a penalty has a tendency to make him dislike study. Every boy should be so trained that he will desire above all things to be honorable and trustworthy. He should be made to feel that good conduct is right and that bad conduct is wrong, that it is manly to do right and unmanly to do wrong, and that all through life his standing as a man among men will depend upon what he is in himself and what he does.

The best way to prepare a boy to meet temptation when external restraint is removed, is to train him to be self-governing. This is not done by over-zealous watchfulness and continual urging, but by teaching him right principles and leaving him more and more to control himself. Of course the ordinary boy cannot be made self-governing in a brief time, as plants are forced in a hothouse. We do not expect or desire that, either at home or in school. We have been in his place and we understand and appreciate his feeling of self-importance and independence, and his belief that he does not need advice; but we know, also, that if left to himself he may become very selfish and conceited and form wrong ideas of his duties toward other people. He may need not only good admonition from a sympathetic and friendly instructor, but often also wholesome and sometimes severe correction. The development toward self-control will be slow, as all sound growth is. As long as he is in the lowest classes, he will need the firm government of a strong but kind-hearted teacher, who knows how to give penalties, if it is necessary to give any, that have some natural connection with the offense committed and who can lead him to understand the natural consequence of transgression. As the years pass, we may expect his moral development to be such before he leaves the school that he will need no restraint beyond the approval of his instructors, the good opinion of his classmates and companions, and his own sense of what is right and wrong.

It is generally better not to inflict penalties of any kind in the presence of the school or class. It was once a common practice to do this that other students might observe the consequences of disobedience and take warning. A penalty inflicted in the presence of his companions makes a hero of the culprit, if he is a brazen-faced and hardened offender, and causes him unnecessary humiliation if he is sensitive and not practiced in mischief. If a master gets into a heated argument in the classroom with a boy who answers back, or has a physical struggle with him, it makes an unpleasant scene both for the master and for those who have to witness it, while the boy glories in it. It has come down by tradition that the gentle and dignified John Richardson, principal of Leicester Academy, familiarly called "Old Jack" by his boys, at first punished offenders in the public schoolroom, but that on one occasion, in a contest with a rough and burly boy, he found him more than his match, and "the boy got the old man down," after which he wisely took his more pugnacious victims to the gloomy seclusion of his own barn.

I do not like the idea of inflicting punishment mainly for the purpose of warning others against wrong-doing. When a boy caught in some general disorder is singled out and punished as an example to the others, the punishment is apt to be too severe, as he is supposed to suffer the penalty for the sins of his companions whom he would not betray, as well as his own. It seems to me that a severe penalty inflicted publicly for its effect

on other students is generally evidence, not of strength, but of weakness in government; but I can readily see that the man who is responsible for the good order of a large school may sometimes think it advisable to act with this motive in view.

It is as important that discipline be uniform as it is that it be strict, but this does not mean that the same penalty should be given for a first offense that is to be given to one who persists in disobedience. The circumstances, the age, the motive, the temptation, should be taken into consideration. To be just, each case must be decided on its merits, but the government should be uniform from day to day. It is evidence of great weakness to let things go at loose ends for a considerable time, till the situation becomes so bad that it can be endured no longer, and then suddenly impose a very heavy penalty on a large number, including the innocent with the guilty and sometimes allowing the most guilty to escape altogether. The way of the transgressor is not made hard when a guiltless companion receives the same penalty as the chief offender. We sometimes read that the faculty of an institution has suspended a whole class for some rebellious action, and this is supposed to show the strictness of discipline in that school, whereas it shows lack of discipline. The right kind of discipline would have produced in the class a spirit of obedience and loyalty to the school that would have made a general defiance of faculty authority impossible. It is with the school much as it is with the family. The father who in the government

of his children now and then finds it necessary to resort to severe penalties is not infrequently punishing them on account of his own neglect to exercise oversight upon them from day to day.

If after patient and considerate treatment at the hands of a competent master a boy still continues unmanageable, or if his influence over his fellows is plainly injurious, there remains one natural penalty, and that is dismissal. If he is not willing or not able to be a worthy member of the school community, his separation from it follows as a matter of course. The principal of a public school serving under the direction of a board of education, and indirectly responsible to the tax payers and voters, may not feel free to inflict this penalty, lest his action be not generally approved. The law of the state also may require that children remain in the public schools up to a certain age, and removal may result in a transfer to a special school for the incorrigible or to a reform school, where the boy will associate with companions worse than himself.

But in the private schools and endowed academies during the last one hundred years dismissal has been the almost universal penalty for serious offenses often repeated. Dr. Arnold said: "The first, second and third duty of a schoolmaster is to get rid of the unpromising subjects." The master owes it to the earnest and well-intentioned boys to protect them from the pernicious influence of lazy and disorderly, as well as of vicious and low-minded companions. When it is desirable to get rid of a boy whose influence is demoralizing, but

against whom no specific offense can be proved the removal may be accomplished without calling special attention to it, as, for example, at the end of the term, or through an arrangement with the father. The reason for the absence of an undesirable pupil under such circumstances is generally well understood by his companions. Forced withdrawal under any form is a penalty which a boy will keenly feel, and the prospect of it will help him to mend his ways if anything will. If a boy is insolent and defiant, it is best for all concerned that the blow fall suddenly, and such action should be so far final that no petition for reinstatement or for recommendation to another school can be considered within the next twelve months. A school whose administration is characterized by this degree of firmness is likely to have a long waiting list of desirable applicants for admission. To suspend or to dismiss a boy, and immediately take him back on an appeal from home, supported perhaps by letters from men of wealth or prominence, is evidence of weakness which no man fit to be a head-master should be willing to display.

At the same time, there is need of caution that there be no injustice done, and that a boy be not sent away permanently if there is a good chance of saving him. We ought to remember that schools are not established solely for the benefit of those who do not need discipline; that boys with strong wills, if brought under proper restraint, often make the best men; that the removal of a wayward youth from good influences may cut him off from any chance of reformation; that the bad boy

thus removed will grow up to be a citizen of the state, and probably a bad citizen; and that to make a good boy out of a bad one is the highest triumph of a teacher.

CHAPTER VIII

TEACHING IN COLLEGE

Freedom of the college student. His personal responsibility. Exposure to temptation. Helpful agencies and influences in college. Rules of the earliest American colleges. Faculty restrictions regarding attendance. Some penalty for absence needed. Frequent tests. Personal influence of the faculty in college government. College names and customs. The student of to-day a gentleman. The college teacher must be a growing scholar. Should also be a productive scholar. The need of the undergraduate college is good instruction. Freedom of the college instructor. Advantages and disadvantages of lecture courses. Effective instruction by lectures. Frequent revision of lecture courses. Marking students' work. Preparation for college in private schools, and in high schools. The college teacher's influence on character. Great opportunity for the right kind of teachers for Freshman year.

The college student has a degree of freedom from supervision which it would have been unwise to allow him when only a schoolboy. He has passed from boyhood to young manhood. He is free to decide many things for himself which the rules of the school have heretofore decided for him. He has now to rely mostly on his own judgment and to make his own decisions. The faculty expect that he will do the work which they require of him and do it well, and that he will do it when required; that his conduct will be such as not to interfere with the liberty and enjoyment of his

fellows or with their general welfare, and such as not to bring discredit on the college. If he satisfies the faculty on such necessary requirements, he is, with few exceptions, free to spend his time, when not attending college exercises, as he thinks best, and he has as much liberty as is allowed to any law-abiding citizen.

This change throws upon the student much of the responsibility that belonged to the teacher in the preparatory school, who felt to a great degree responsible for the boy's progress in his studies; now, that responsibility falls mainly on the student himself. The college offers him the opportunity; it is his business to see that he profits by it. Herein may be found in part an explanation of the complaint sometimes heard that the student does not have teachers in Freshman year equal to those who taught him in the preparatory school. This may be sometimes true, for no college can provide for a large class of Freshmen a staff of teachers all of whom possess the ability and experience of some of the distinguished masters who have for many years taught the graduating classes in the best schools, men like Dr. Soule or Dr. Bancroft or Dr. Meigs. But the aim of the college teacher is in some respects different. He sets before his pupil the opportunity to learn and assumes that he will appreciate his share of the responsibility for the result. The young man has been declared fit to enter college, by an examination board or by the certificate of his principal, and it is right for the teacher to assume that he has already been taught how to study and is now able to concentrate his attention; that he

knows how to take up new problems, and that he will not shrink from those that are difficult; that he would not be in college if he had not shown in some satisfactory way his ability to do college work. It is right also for the teacher to assume that the student has a purpose in the selection of his studies, and that he has chosen his course because he wishes to get a knowledge of the subject, and not simply to fill up his schedule of hours.

If a father should say to you: "Is there any one who will take an interest in my son when he enters college?" you would tell him the truth, and tell him what he ought to keep in mind, if you should say in reply: "There are always men who will seek the acquaintance of the youth who goes away from home to take a position where he must necessarily be placed more than he has yet been upon his own responsibility, men who, having no regard for his welfare, and exploiting his ignorance or inherited weakness for commercial ends, will urge him to purchase what he does not want, and tempt him into ways that lead to habits from which a self-respecting man ought to flee. It is for him to choose what sort of men he will allow to get interested in him. If he has not already enough character for this, he is not safe anywhere, unless it be under the constant watchfulness of father and mother, and perhaps not even when with them."

On the other hand, you can assure the father that there are many helpful agencies and good influences in college, but that the newcomer must have courage and independence enough to take advantage of them. In

most colleges now each Freshman has a Division Officer, or Faculty Adviser, or a member of the Faculty Freshman Committee, to whom he can go, without apology for the interruption, and with full confidence, when he needs counsel. There is the College Christian Association, which is more than ready to help him. The pastor of the College Church, or of any church which students attend, will always be glad to welcome a new student who is willing to seek his advice. There is the " college spirit " which has been developed by history and tradition, by pride in great teachers and distinguished graduates, by rivalries with other colleges and by victories won by the undergraduates in debate or in athletic sports. In an institution of learning worthy to be called a college the spirit of the place stands for manhood and honor, and for a clean and upright life. It would be a great help to the new student if he could be convinced when he enters that a man in college is rated by his classmates for what he really is, and that bad habits and selfish conduct spoil his reputation and make it impossible for him to associate with the best men. He ought to know that he will be himself responsible for the influence which college life has upon him; that his reputation and social standing among his fellows will be essentially what his companions, his habits, and his manners make them; and that he cannot justly throw the blame for bad habits on evil companions, for his companions will be those whom he has selected, or whom he has allowed to select him, and his habits will be such as he has not been unwilling to form. A youth when enter-

ing college should understand at the beginning, and the father should also understand, that college is a place of much freedom and that the student is responsible for the use which he makes of that freedom. Both father and son should understand that many young men start wrong because, among new companions, they dare not take a stand for the principles for which they have been known at home, and have not the courage to live up to the traditions of the family which they represent.

During the first century of the oldest American colleges, the rules were many and minute, and restricted the student's liberty more than would be thought wise in any boys' school to-day. They concerned not only his conduct, but also his manners, his beliefs, his conversation, his dress, his recreations, his time for study and for exercise. The early students in Harvard and Yale lived constantly under rules. Gradually the narrow regulations have been done away with. A hundred years ago college students were forbidden to do many things which the faculty some years later not only allowed but encouraged. A graduate of Yale, out of college thirty years or more, meeting Professor Thacher, expressed a desire to see some of the new buildings. They went to the recently built gymnasium and after watching the students at their exercise in the main hall, the Professor took him to the basement, showed him the bowling alleys, and suggested that he try his skill with the ball. The visitor said: "Why, Professor Thacher, when I was in college I was suspended for rolling tenpins!"

The American college, standing between the prepara-

tory school and the graduate school, while it allows greater freedom than the preparatory school, cannot safely allow the freedom of the graduate and professional schools, and there are some restrictions to which the college student must be subject; but these relate mostly to his college exercises, and very few concern his personal conduct when outside of the classroom.

If you are called to teach in a college where attendance is optional, you will be expected to make your instruction so interesting and stimulating that your students will come to your classes voluntarily and study for the love of it. That would be an ideal state. But in a large college regular and punctual attendance at all exercises is not often secured without some faculty restrictions. In the graduate or professional school the student will not be absent from an exercise if he can avoid it, because absence means the loss of what he came to the university to get; but many of the students in a college class would consider such absence a gain if there were no other penalty than the loss of instruction. Expressions of regret and disappointment on the part of the class are not often heard when a college instructor omits his recitation. Absence from the classroom exercise must cost the student something which he will appreciate, and if he does not care about the loss of the opportunity to gain knowledge, he needs something in the nature of a penalty which he will feel. Whether the penalty for absence be reckoned in a loss of privileges or in lowering the grade of scholarship, or whether it is allowed to stand as an uncanceled warning against the

student, continued irregularity cannot be tolerated and should result in suspension or dismissal.

I believe that the faculty should in some way see to it that the student does the work expected of him day by day, and independently. Now when there are so many ways of being prepared for an examination, by private tutors, digests, "lectures," and other like devices, the fact that a student gets a passing mark on a term examination is no proof whatever that he has satisfactorily done the term's work. Most young men of college age will yield to the temptation to neglect their studies from day to day unless they have to meet frequent tests on work assigned them and on which they must be prepared at definite times. Where a written test is given to successive divisions, new sets of questions should be made out for each division taking a test in the same assignment.

In a college long established the conduct of the students outside the classroom is to a great extent determined by tradition. The faculty has a hard job on its hands when it undertakes to compel the student body to give up a long-established custom by the passage of laws to which severe penalties are attached. College students can be governed by personal influence much better than by rules. They can be persuaded by members of the faculty whom they respect and esteem to do almost anything that is reasonable in the way of abolishing bad customs and establishing better ones in their place, but the attempt to bring about a reform by force may lead to strong opposition and often ends in failure. Since

they are allowed great freedom in the management of their own affairs, it is not difficult to enlist their coöperation in securing good order and to make them in great degree self-governing, both on the campus and elsewhere. The greater the freedom allowed them, the greater will be their sense of responsibility and their willingness to form a community that in matters outside the classroom for the most part governs itself and does not need to be under the constant control of the faculty.

You need not be annoyed or disturbed at any of the peculiar ways of undergraduate students, whether you teach in your own college or in one with whose customs you are not familiar. You should not feel troubled if you find that among themselves your pupils have a nickname for you based on some personal peculiarity, or that they call you familiarly by your first name. When students shorten an instructor's catalogue title to "Toot," or "Doc," or "Prof," it is a sign of fondness and affection. If they heartily dislike a teacher, they often refer to him by some name too bad to quote. Each college forms a little community by itself. It has its own peculiar customs and uses many characteristic names, some originating within its own walls and some common to all colleges. The authorities may lay out a broad street leading to the dining hall and pave it and plant trees along the border and name it University Avenue, but the students will very likely call it Grub Street, partly because they prefer two syllables to eight and partly because it seems to them a peculiarly appropriate name.

The college student to-day considers himself a gentleman and expects to give you in the classroom, and to receive from you, the treatment which becomes a gentleman. He may lack interest in his studies and slight them when he can. He may even write letters and read novels in your recitation or lecture, but he will not amuse himself by whittling the benches and making a fire of the chips, nor, if you have the unfortunate habit of holding your classes too long, will he bring in an alarm clock set to go off on the minute when the exercise should close, as his father may boast that he did. I wonder how a father can take delight in describing to his son the tricks which he played on the faculty and in claiming that he got along without study when he was in college. A father who takes pleasure in enlarging upon his own weaknesses when he was a student, makes it more difficult for the college to do anything for his boy. But fortunately there are not many such. The father who had a crooked course in college generally takes unusual pride in having a son rank higher and behave better than he did.

To be a successful teacher in college, you must be a thorough and accurate scholar and must not cease to grow in knowledge and power. Otherwise you will lose the confidence of your students and fail to commend yourself to the men above you in your department. You may, after you have had the advantage of a few years' experience with college studies, and have learned how a boy ought to be prepared for college life, prefer to take up teaching in a good school, perhaps as head-

master, but you must not allow yourself to be forced to give up college teaching on account of lack of scholarship. Probably at first you will find your income small. If so, it will be a mistake to add to it by private tutoring. It will be better economy to devote your spare time to your own mental development and to the acquisition of knowledge that will enable you to become a superior teacher. No member of the faculty should be allowed to give private instruction, for money, to students in his own courses; it is difficult to believe that any teacher, who has thought the matter through, would think it fair or honorable to do this, but it is said that it has sometimes been done.

One who devotes his life to college instruction ought to be a productive scholar. If he is not pursuing a line of investigation with the purpose of producing something worthy to be read either before a local club for study and research or in a larger gathering of teachers, or to be issued in printed form, he is likely to cease to grow intellectually. He has ample time for investigation and writing. Few college instructors are occupied in the classroom more than twelve or fifteen hours per week. The comparatively short working day and the many weeks of vacation offer the opportunity for private study and research, and if they are not thus improved, the time not actually needed for classroom and committee duties will probably be spent at a club, or in purposeless social amusements that could be given up without loss. To produce anything that will have value, such studies ought to be voluntary and pursued

on account of interest in the subject and love of the work, and not solely or chiefly from the hope of advancement in rank.

Important as it is that you become a creditable scholar, it is no less important, if you are to continue with undergraduate students, that you prove yourself also a good teacher. The demand of the graduate school is for specialists, for great scholars who can investigate and produce works that are valuable. The graduate student needs to place himself under the influence of such men. But what the undergraduate college needs is good instruction. Here is a most interesting and attractive body of young men. Not many of them will become scholars, and those who do will pursue advanced studies in the graduate school; but the greater part will be men of influence and power in the communities where they live. To work with them is an inestimable privilege, and while for your own sake and the sake of the college you should continue to be a growing scholar, your first duty to your students is to be a good teacher. Investigation and publication will be helpful to you and ought to make you a better teacher because such tasks will keep the mind sharp and active. The danger is that you may think this the only work to which you need to give any thought and may come to regard classroom work as only necessary drudgery. This is a wrong view, though many hold it. As long as you teach undergraduates, the demand on you which rises above all others is that you be a good teacher.

One much appreciated advantage which the college

teacher has over the teacher in the school lies in his freedom in the selection of the courses which he may offer and in his method of treating his subject. When he has proved himself a valuable member of the faculty, he may be encouraged by the head of his department to introduce new courses, as he has time to prepare them, and to devise new ways of presenting them. He can limit the number who will be allowed to select a course so that he may teach a few by questions and explanations, or he can open a course to an entire class, or perhaps to more than one class, with the hope of having so many take it that he will have a good reason for instructing them by lectures. A mistake into which a young teacher is in danger of falling is to aim at large numbers, in the belief that this will show that he is a superior instructor. It may show rather that he makes his course too easy or that he is a good talker, who furnishes the class with more entertainment than instruction.

If one of your courses is chosen by so many students that you think you cannot teach them satisfactorily in divisions, you will probably not be disappointed. You remember some of the helpful courses of lectures which you had in your undergraduate days, and perhaps regard this as the ideal method for a college instructor. It may be for some, but not for all. Beyond question, the best teaching for undergraduates is done where the divisions are so small that the teacher knows each individual student, discovers his difficulties and deficiencies, is able to give him the guidance that he needs, and can

be sure by questions and tests that he studies systematically and prepares for every exercise. For this end there ought to be not more than twenty or thirty students in a division, and many courses could be better taught to divisions of ten to fifteen. This would involve greater expense than most colleges would be ready to bear. Moreover, it would result in many cases in bringing in inferior teachers, and would make it impossible for all students to come under the influence of the best men on the faculty, unless the number of students in the college were quite small. In subjects that nearly all students are likely to choose, the instruction is more often given by lectures, especially in the two upper years. In general, the lecture is a poor substitute for the recitation as far as instruction goes, because the lecturer addresses a body of students whose ability and qualifications are not known to him by personal acquaintance. Like any audience at a public lecture, they may be interested at the time in what they hear, but will have only a general impression of it a day or two afterward. If, however, the instructor has the natural gifts of a good public speaker, many of those who hear him will get an inspiration from his presence that the best textbooks cannot awaken.

If you decide to give your instruction in a course by lectures, you should know your subject thoroughly and be ready to present it in the clearest and most attractive form. Your lecture must be carefully prepared; it should be written out and your plan of it followed; otherwise you will unconsciously wander off into roads

that lead nowhere. But it will be coldly received if it be read from the manuscript. I remember a professor who dictated every word of his lectures, and even indicated what words should be underscored and what should be double underscored; his lectures were not impressive and were not thought valuable by his students. Dictating lectures word by word is not to be recommended, but one who lectures to college students should be concise and logical in his statements and should speak distinctly and proceed with deliberation. The important points should be repeated and dwelt upon and emphasized till you are sure that every one is able to understand them, and your talk should not become wearisome on account of its length. Your purpose is to interest and instruct all who hear you. The hour of your lecture is all the time you have in which to impress your thoughts upon your students, and you must make sure that your effort leaves no doubt in their minds as to your meaning. For this you are responsible. You give to the class the best you have and leave the result to them.

Two things are necessary to give value to a lecture to students who are not enough interested to train themselves. (1) Some preparation ought to be required from portions of textbooks to be read before the lecture. One who is not prepared in advance to follow and understand a lecture will get little or nothing from it, except perhaps a pleasant hour. (2) All members of the class should take notes, and a test on the pages assigned to be read and on the material of the lecture should be held, perhaps at the beginning of the next exercise, or at

special exercises conducted by quiz masters. If the students do not take notes, but find that they can depend for all that they need to know about a course on other students or on private tutors, they may conclude that the hour spent in the lecture is for them so much wasted time. To insure accuracy in names and dates, and in statistics of all kinds, these should be given out in printed or typewritten form or written before the exercise on the blackboard.

In general you will not find it wise to repeat a course of lectures to a succeeding class in the exact form in which they were given the year before. This might suggest to the more thoughtful men in the class that you are not doing any serious work in your subject, and the student would soon learn that a notebook handed down from last year's class is an easy and adequate substitute for one which he takes the trouble to write out himself.

The college will perhaps require you to report to the dean or registrar the relative grades of the students in your courses, in order to prepare an honor list. In marking a student's work, whether on daily recitations or on term examination, a wide distinction should be made between that which is excellent and that which is good, between the very best and that which is second best; and as the best recitation is rarely perfect, a perfect mark should not often be given. An examination paper which shows no knowledge of the subject should be marked as a failure, or, in some cases, worse than a failure, without regard to the number of pages that have been written over. The student who tries to bluff and

pretends to knowledge when he has none, ought really to be rated lower than the one who hands in a blank sheet, or who in answer to a question frankly confesses that he does not know and is given a zero. The principal of a large private school, when bringing some of his graduates to take the college entrance examinations, in order to show the thoroughness of scholarship in his school told me that the average standing of his senior class for the entire year had been ninety-five per cent, a standing higher than had ever been given even to the best scholar in some of the good schools and colleges. This was no proof of unusual excellence in scholarship. It showed rather that his teachers marked all recitations so high that the highest standings which they gave were no evidence whatever of superior scholarship.

If a young man comes to college before he is in a condition to feel a good degree of responsibility for his own progress and while he is unable to profit by the freedom which the college allows, he has come too young or has not had the necessary training at home or in the school. Perhaps in some private schools the rules are too many and too minute. The schools that place much responsibility on the students, and trust them with as much liberty outside the classroom as they can safely be allowed to have, send their graduates to college better prepared to use without harm the greater freedom which they there enjoy. In these schools the test of a boy's ability to take care of himself comes at an earlier period, and those who cannot stand the test the schools send away. The most of these delinquents complete their

preparatory studies under private tutors or at a tutoring school and enter college, some to do fairly well, some to fail early in Freshman year, some to wriggle through in the way by which they entered, by being crammed for examinations by private tutors, and finally to get a degree which they do not deserve. One is amazed to discover the ability which a skillful private tutor has in preparing students to hand in papers which the instructor accepts, although he is well convinced that they have done no real work in his course.

Boys who have lived at home and have been prepared at the local high schools generally have less difficulty in adapting themselves to the freedom of college life. They have already had to think and plan for themselves, getting such help as the high school faculty could give them. They have grown strong and independent through the difficulties which they have had to meet. At college, in their own class or in the class above them, they have few acquaintances, and being often somewhat deficient in preparation and obliged to spend all their time in study, they are not likely to be unfavorably influenced by evil companions. The real worth of a student's preparation is not shown merely by his ability to get in without conditions, but more by his ability to profit by the freedom of college life and to make good use of the opportunities which the college affords. The truest tests are the progress he makes after entering college, and his rank and character at the end of Freshman or Sophomore year.

A college teacher may not feel guilty of neglecting his

duties as long as he gives his classes the best instruction of which he is capable; but, though he rightly assumes that his students are advanced enough to feel responsible for their progress in study and to have due regard for their character and habits, yet he knows that there are many who do not fully recognize this responsibility, and some who have no real conception of it. There is before him a great opportunity for personal influence over the young men whom he instructs, an opportunity to help them in the formation of a character which will stand the ordinary tests of manhood. He ought not to be satisfied with merely teaching them his subject. There ought to be something in his methods of teaching and in his manner of dealing with them which will strengthen them in a purpose to live clean and upright lives. During the first two college years such influences are especially needed.

It is a question whether much can be done by his teachers to help the young man who is by inheritance or early training vicious, or who is weakened in body and mind by enervating habits; in many cases his classmates and companions can reach him better than his instructors. If a student's influence is unquestionably bad and there seems no reasonable chance of reforming him, for the good of the community he ought not to be allowed to remain in college. He is getting no good, is injuring others, and tarnishing the good name of the college. It is clear enough that in future years he will not be an honor to the institution if he is counted among its alumni.

But the majority of those who are weak and unstable, who came to college a year too soon, who have not yet the character to endure without some encouragement and support, can be reached and strengthened before they get beyond help. It is in most instances easy for a teacher to discover when a student in his first term is beginning to go wrong. Association with bad companions and the first steps in paths that lead to disaster are generally accompanied by neglect of study and slipshod classroom work. A few sympathetic words of warning spoken with authority by a friendly instructor at the first signs of a loss of interest may be worth more to a young man than all the learning that he will acquire from a year's course of study. There is no kind of college work that is superior to that done by a good teacher of Freshmen who understands the peculiar difficulties and temptations which surround them, and who is at all times ready to make any personal sacrifice if he can save and strengthen those who are in danger of falling, and be to them a safe counselor and guide.

CHAPTER IX

SUGGESTIONS

Vacations. The earliest New England schoolmasters did not have regular vacations. The modern teacher especially favored. A teacher's vacations not solely for his own enjoyment. Reading and study. Rest and relaxation. New associations. Danger to some of overwork in vacation. Loyalty to the school. Written examinations. Written classroom exercises. These to be read and returned promptly. A teacher's proper business is not to correct written papers. The teacher must continue to be a student. Should have an avocation. Should be what he wishes his pupils to become. Easily becomes dictatorial in manner. Should be ready to accept criticism. Seeking a new position. The teacher as a citizen.

THE very early New England schoolmasters did not enjoy the luxury of short school-days and regular vacations. They taught six days in the week, and not less than eight hours in the day, beginning sometimes as early as six o'clock in the morning the year round. At Roxbury the master was hired "to keepe a schoole for ye space of one full yeare" (of fifty-two weeks), being allowed no doubt some time to attend to his personal affairs, "but without unnecessarily absenting himself to the prejudice of his schollers and hindering their learning." In one case found on the New Haven town records the master was by special vote of the committee to "have liberty once a year to see his friends,"

from which we may reasonably infer that without some special vote there was no such liberty.

Ministers and public servants have not always had regular vacations, and sometimes have taken no vacation at all for long periods, however much they were in need of it. Horace Mann said in a Supplementary Report appended to his last Annual Report as Secretary of the Massachusetts Board of Education:

"I trust, then, that I may be permitted to state, without any imputation of improper motives, that from the time when I accepted the secretaryship, in June, 1837, until May, 1848, when I tendered my resignation of it, I labored in this cause, an average of not less than fifteen hours a day; that, from the beginning to the end of this period, I never took a single day for relaxation; and that months and months together passed without my withdrawing a single evening from working-time to call upon a friend." [1]

Now every one, who can, wisely takes a vacation, and the teacher is favored above all others. A man employed in business has to be satisfied with a vacation of two weeks in the year. The young physician or lawyer does not often take more. The teacher is allowed about one-fourth of the calendar year, not because his work is so much more exhausting that he requires it, but because the pupils are supposed to require it.

If the school authorities allow the teacher so many weeks of freedom, it is evident that he is under obliga-

[1] Twelfth Annual Report of the [Massachusetts] Board of Education, p. 150.

tion to use these periods not solely for his own enjoyment, but in such a way that he may be at their close in the best possible condition for his school duties. He should come back from the long summer vacation fresh and enthusiastic, and eager to begin the work of the new year. It is wise for him to forget the schoolroom altogether for some consecutive weeks of this extended period (never less than two); but if the summer vacation has been spent wholly in idleness, or in some mild form of sport, or in reading something so easy that it requires no thought, he is likely to return with sluggish mind and almost wishing that life were all one continuous vacation. Unless a teacher is utterly exhausted or is in feeble health, long-continued idleness is not the kind of rest which he needs.

A vacation furnishes a splendid opportunity for outside reading which the pressure of duties in term-time does not allow. The summer months are favorable for reading and study, as the long day makes artificial light unnecessary. I am convinced that for a considerable part of the long vacation a teacher who is in proper physical condition should take systematically a part of each day, at least two or three hours, and always the same part, for fascinating and rather difficult intellectual work of some kind. This will keep the mind active, and the satisfaction that comes from doing something worth while will stimulate and strengthen the whole being.

You will find the needed rest in a change of scene or in a different kind of occupation. There are many

advantages in a secluded retreat in the country, where one can be quiet and undisturbed. A certain amount of travel is beneficial, and a man on a teacher's salary is not generally in danger of affording too much of it. The teachers in England have the desirable opportunity of making short and easy vacation trips to Italy or Greece, or to some other interesting spot on the Continent. For us a visit to Europe takes much time and is expensive. But if we cannot visit foreign countries, we can travel in our own. Every teacher ought to take trips to as many places of historical interest on this side of the Atlantic as his time and means allow. Such visits will make him a better American, and hence a better teacher of American youth; and he will bring back illustrative material that will brighten his recitations, even if he teaches mathematics or an ancient language.

To get the most out of the periods of vacation, it is obvious that they should not be spent to any great extent with the colleagues with whom one is associated during three-fourths of the year. There is opportunity enough to visit and talk and debate with these during the thirty-six weeks of term-time. For his own growth, one needs to form new acquaintances among the teaching profession and to have a chance to discuss with them some of the problems that vex him at home. It is not necessary to say, also, that he should religiously accept the opportunities afforded by the school authorities for visiting other schools, and for attending gatherings planned and managed by educational boards and by teachers' associations. One cannot expect to

be a growing teacher if he lazily avoids these opportunities of learning from the experience and investigations of others. It is well, also, to form acquaintances with men of other occupations. There is no kind of practical knowledge which is not valuable to the teacher. He will learn much from studying the methods of men in other professions or in business.

While in general that vacation is best spent in which one does a certain amount of study or writing, yet it is not just to the school in which he is employed that a master should give so much time to literary work that he returns at the beginning of the new year more in need of rest than at the beginning of the vacation. Do not be too eager to finish a book or an article before the term opens. Many teachers have suffered seriously in health from having to go on with classroom work after such a strain, and some have greatly shortened their lives by it.

The first obligation of a teacher is to the school of which he is a part. The Board which has given him his place and the headmaster under whose direction he serves have a right to expect that he will be thoroughly loyal. A school in which the headmaster and his subordinate teachers do not believe, and in which they are not working together in harmony for the common welfare, cannot be a fit place to which to send boys and will not long retain its patronage. If a teacher is not at heart loyal, cannot take pride in his school and "talk it up," and feel that, while he is connected with it, its welfare is bound up with his own, he ought to

withdraw from its faculty and seek a position elsewhere.

It is proper to remember also that it is good policy for a teacher to be loyal. People generally have not much use for a faultfinder. The teacher who talks about the peculiarities of a colleague or the inefficiency of the headmaster, with the evident purpose of giving others an unfavorable opinion of them, is much more likely to injure himself in the estimation of those who hear him than he is to damage the reputation of those whom he criticizes. The natural inference will be that he is himself not a congenial colleague and is not a pleasant man with whom to get on.

One of the heavy burdens of the teacher who has large classes is the reading of examination papers and written exercises. Regarding the reading of examination papers not much needs to be said, for if an examination is in writing, of course the papers must be very carefully read by the teacher at his convenience, as each student's standing, in part at least, is to be determined by them; but the question paper should be so planned that the written answers can be read rapidly, and their value determined by an easy system.

One purpose of reading written classroom exercises is to find out how much the student knows and to determine his standing, but this is only a minor purpose. If the written exercise takes the place of a recitation, the student ought to know whether his work is right. An instructor who is satisfied with hearing his boys recite and does not take the trouble to tell them clearly

whether what they do is right or wrong, fails in the most important part of his duty. A daily written exercise which is not corrected and returned, while it shows the instructor, if he reads it, how much the boy knows, will not be a proper recitation for the student because he is not shown his mistakes. It is well to require some written exercises from every class. They give the boy a task on which he has an opportunity to do his best, and it is good practice for him to concentrate his thoughts on an important paper which must be written within a limited time. The teacher also is enabled, if he reads the exercise faithfully, to get a good idea of the boy's ability. There are subjects in which, from their nature, a considerable part of the work must be written and handed in, to be read by the teacher and handed back. When there is no escape from this, the teacher must submit and plan to make the unwelcome task as light as possible for himself by his skill in setting a few questions that are a real test of scholarship.

The teacher who has not grown wise by experience is likely to set too high a value on written exercises. Perhaps he has so many boys in his class that it is difficult to call them up often. He also finds it pleasanter for him and for them to spend a considerable part of the hour in explanation, and he decides to give a written test every day, intending to correct the papers and hand them back. If he gets as far as this, for his own peace of mind, as well as for the good of his students, he must never put off till to-morrow the reading of the

papers that have been handed in to-day. If he begins to delay, the work will pile up so fast that he cannot keep in sight of the end of it. Every convenient place in his study will soon be covered with unread exercises, and they may last on even into vacation. To read papers in this way is an entire waste of time. Little good comes to the student from a corrected paper unless it is handed back to him at once. If he gets it back a month, or even a week, after it was written, it is tolerably certain that he will not have enough interest left to examine it carefully, and he probably will not look at it at all.

In my opinion, many teachers spend altogether too much time in reading and correcting written classroom exercises. It is a wearisome and nerve-racking task. When a person is hired to be a reader of papers, and nothing more, it makes no difference to any one else how many hours a day he spends upon it. If he becomes nervous from overwork of this kind, as he well may, he alone suffers. But the teacher is not employed primarily to be a reader of papers, but to teach. It is his business to give his pupils the best instruction in the classroom of which he is capable, to keep them interested in their studies, and to be to them a constant inspiration. He cannot do this if he burdens himself so heavily with duties outside the classroom that he is not able to appear before them every day with renewed vigor of body and mind and fresh enthusiasm. He is not only preparing for himself an unpleasant job, but is doing his pupils a great wrong if he requires of them

so much written work that a considerable part of his strength is taken up with the task of reading their exercises, so that he comes in consequence to his recitation-room weary and dispirited.

When the recitations were oral, as they were in my schooldays, all errors were corrected before the class, and each member was expected to get a good understanding of the advance lesson, to note the additional explanations of the teacher, and to be able to give everything correctly in the review exercise of the next day. Where it is thought best to make a part of each recitation written, it does not seem difficult to devise some plan for correcting the written exercises at the close of the recitation.

As one gets more and more interested in teaching, and has perhaps in addition some responsibility for administration, there is danger that he will be satisfied with himself and give up any serious effort to add to his own mental equipment. To increase his mental power, and even to retain that power which he already has, he must be a student as well as a teacher. It would not be far wrong to say that he must be a hard student in order to be a good teacher. If one should spend a half-hour each day in the same kind of study that he did in college under his most exacting instructor, his mind would keep sharp and active, his memory would remain good, and he would feel ready to undertake anything. A little strenuous exercise is as good for a sound mind as it is for a healthy body. It does not matter so much what the subject of study is; the chief

point is that it be interesting to the person who undertakes it and that it require fixed attention; but it is desirable that the private studies of a teacher be more or less directly connected with his own subject of instruction in order that he may constantly enlarge his stock of knowledge in that subject, as well as increase his power to impart it. A conscientious and ambitious teacher will not be satisfied to give the same instruction to his class from year to year. He will desire to grow in knowledge and power in order to make his services more valuable and with the hope of advancement.

When a teacher feels entirely satisfied with his present attainments, has no desire either to grow or to improve his instruction, thinks that he knows all that his work requires, and sees no place wherein his teaching needs to be made better, it is time for him to ask himself whether he is not beginning to vegetate and whether his work could not be better done by another man with more vigor and ambition.

While not neglecting his own special line of work, the teacher will find it helpful also to have some occupation not in any way connected with his daily tasks and so fascinating to him that it will absorb his attention when he wishes to banish from his thought the classroom and everything connected with it. Many find it profitable to pursue as a side issue a favorite study, some division of history or literature perhaps, or some branch of science which offers a ready field for observation, like botany or astronomy. Some find photography well adapted to this end, especially where there

is included the delightful pleasure of developing the plates or films. If one takes along his camera to pick up the interesting things in nature, he will combine exercise and recreation with an absorbing avocation. Some get similar results from a private workshop furnished with good tools, or from a small piece of land devoted to the cultivation and study of fruits and flowers. Each one can choose that which seems to him best for the end desired, but I believe a teacher will reach the limit of his usefulness at an earlier age if he does not with considerable regularity allow himself some intellectual diversion of this nature.

No man can expect success in influencing others to a right life who is not himself willing to follow the rules which he recommends. This is especially true of the preacher and of the teacher. Both have a peculiarly sacred mission: they are devoting their lives to the highest purpose known to man. The end and aim of all their work is to make men better. All will agree that the minister is unfit for his high calling if he does not practise what he preaches. The teacher's calling is no less high, and his influence comes at that period of life when the foundations of character are being laid. Is he not under a like obligation to be in reality what he would have his pupils become? They will be more likely to imitate him than any person outside their own homes. If he is habitually neat, polite, punctual and systematic, they will naturally tend to develop the same traits of character.

I believe that a master's own conduct should corre-

spond with the moral principles which he lays down for the conduct of his students. In daily life I would not allow myself indulgence in practices which were forbidden to my pupils. If the rules of the school forbade card-playing, I would not play cards; if they forbade theater-going, I would not go to the theater; if they forbade smoking, I would not smoke. I am not a believer in many rules, unless made by the students themselves; but if I thought it best for the interest of the boys to make a rule by which certain indulgences were forbidden, I would gladly deny myself the indulgences which were denied them. I know that many teachers will not agree with me in this, but I am firmly convinced that it is the best principle for us to follow. I do not believe it has a good effect on a boy to be forbidden by a general rule to do something which he wishes to do and which he sees his teacher doing every day. Is he not likely to question the sincerity of the rule makers, or to have doubts about the fairness of the rule? If any practice is harmful for a boy, it can be no great hardship for his teacher to abstain from it.

There should be no insinuations or suggestions in a master's teaching which could give offense to the most conscientious of his pupils, nothing to lessen a boy's respect for his early religious belief, whatever that belief may be.

The daily practice of correcting errors and telling others dogmatically what is right and what wrong, tends to give one the manners of a person who has an exaggerated idea of the amount of his own knowledge and

to make him seem dictatorial and sometimes arrogant in conversation. One gets so in the habit of talking to his pupils in an authoritative tone that before he realizes it he is talking to his friends in the same way. This may be nothing more than a habit, which does not necessarily show that he is really self-opinionated or lacking in respect for the views of other people. But the man who knows it all, who habitually corrects his friends' mistaken views and has a solution for all difficult questions, is in danger of making many misstatements, and we do well to be on our guard lest we get the reputation of belonging to that class "whose weakness is not that they know so little as that they know so much that is not so."

A young teacher is not a safe judge of the quality of his own work. He may think it better than it really is, and go on too long with this false view, greatly to his own disadvantage. Friends and associates are very ready to commend and praise, but few have the courage to offer unfavorable criticism, even when there are perfectly obvious faults that might be remedied. People do not like to be criticized and are apt to feel resentment when their deficiencies are suggested. Hence criticism on the part of friends is very infrequent, and we learn our shortcomings more often from those whom we have offended and who speak before they think, or from gossips who come to us to relate what others have said about us. Even the headmaster will hesitate long before he tells a subordinate his failings, being in great uncertainty as to how his criticism will be received. In

many cases he will prefer to let a teacher with whom he is not quite satisfied go at the end of the year, rather than make an effort to remove his faults.

Therefore I think we who are teachers ought to listen in a friendly spirit to any criticism of our work, from whatever source it comes or with whatever motive it is given. We may have a chance to hear something about ourselves that it will be for our advantage to learn. A colleague, out of sorts and irritated by something which we have said or done, may free his mind and tell us facts that it will do us good to think about. Some comment on our way of doing things may be expected from fathers or mothers who have been unfavorably influenced by the complaints of their children and who come to us in a manner uncivil and insulting. It is the part of wisdom to treat all self-appointed censors with forbearance, to avoid argument, and if possible to get some profit from their words. Wherein we have been at fault we want to know, if for no better reason, in order to prevent further unfavorable criticism.

If you are not satisfied with the place which you now have, you may wish to better your condition by a change to another school. In seeking a new position, however, there are a few points which it is well for one to remember.

I have always advised a dissatisfied teacher not to give up his present place till he is sure of another. For every vacancy the number of applicants is large, often surprisingly large, and one who resigns with no certain assurance of another engagement may find himself

forced either to accept a place no better than the one he has left or to go without occupation.

If you should secure a position which now seems more attractive, it may prove not to be so. You know all the disagreeable things connected with the place in which you now are, and probably picture in too bright colors the advantages to be gained from a change. You may find things just as unsatisfactory and perhaps even more annoying, elsewhere. It is a good recommendation for a teacher that he has remained for a long period in one school.

If after due deliberation you decide to make a change, you must go with the good-will of the authorities of your present school and with a strong letter from the headmaster. All the other testimonials which you can bring will not weigh as much as the letter from the man under whose supervision you taught last. Certificates as to scholarship and promise, from your former instructors, are valuable when you begin; but when you have had five or ten years' experience in teaching, a school board or a principal, in considering your application, will wish to know most of all what the men who have been in close contact with you during the last year think of your personality, of your ability and tact, and skill in discipline and instruction, of your influence over your pupils, and of your attitude as a subordinate and a colleague.

In your correspondence with regard to an engagement, whether with principal or trustees or teachers' agencies, remember that one of the strongest witnesses

for or against you will be the letters which you write. Men in some positions may without risk write slovenly and illegible letters, but you cannot. The ability to write a good letter, in good English, in a legible hand, with every point clearly stated, is rightly expected of one who claims to have the qualifications of a teacher.

Your first engagement to teach was perhaps secured through applications, on the basis of testimonials, but after you have taught in one school and established a record as teacher it is not pleasant to have to secure a new set of recommendations and references, and make application for a position in some other school. The best way to gain advancement is to earn it by being the kind of teacher and doing the kind of work which warrant an unsolicited call to a higher place.

The life of Dr. Bancroft of Andover shows how much a teacher or principal can do as a citizen. He lived for twenty-eight years in a New England town which had become famous for its institutions of learning and which was the home of many persons widely known for scholarship and literary talent. While he greatly enjoyed the society of these learned men, he took special pains to mingle freely with all classes and showed that he felt in no way above any fellow-townsman. He was active in town meetings, urged progressive measures, and helped secure many needed improvements. He came to be regarded as " the first citizen of Andover." When the town celebrated the 250th anniversary of its settlement, he was chosen without question to be chairman of the most important committee. He served the pub-

lic in positions of trust. He was a director of the Andover National Bank and of the Merrimack Insurance Company, and was appointed by the Governor of Massachusetts on the Board of Management of the State Hospital at Tewksbury.

The school should not forget its obligation to the town. Much of its property is exempt from taxation, yet the town furnishes it such protection against fire, theft and lawlessness as it is able to give. Probably the greater part of its endowment has been contributed by citizens or natives of the town. Certainly the teachers of a school ought to be as much interested as the best citizens in having the town in which the school is located prosperous and well governed.

It is one of the special privileges of the teacher to be a good citizen. Every loyal citizen is under obligation to work and vote for measures that will contribute to the welfare of the community in which he lives. But the teacher by his avowed principles and his personal example, can help greatly to keep the moral standard high and the amusements wholesome, and he ought to understand better than any one else the evils that are hindrances to public progress, and how to reach and correct them.

CHAPTER X

FOR BETTER SCHOOLS

The teachers. Selection of teachers. Trustees of private schools. Boards of education. Lack of home training. Environment. Demand for amusement. The spirit of the age. Unfavorable influences to be counteracted by the schools. Teachers' views of the modern schoolboy. The short-cut. Enervating habits. Athletics for younger boys. Demand for good teachers in the rural schools. Boyhood in the country. The tendency to move into the city. Importance to the nation of an intelligent country population. Residence in country towns made more attractive by good schools. Education which is complete.

In order to have ideal schools there is need of superior teachers, competent trustees and boards of education, good home training, good environment, a helpful public spirit, and ambitious students of good character, free from debilitating habits.

There are to-day many American teachers who are as efficient as any that the country has had or ever will have, and many American boys are being educated by methods which yield as good results as any that can be devised. The vocation has rightly suffered in public estimation because so many have adopted it who have not possessed the needed qualifications. Some have taken up teaching, because they thought it a more respectable occupation than one involving manual labor, some from a mistaken idea that they had a call to teach, and some have drifted into it because they

could not find anything else to do. One cannot teach what he does not know, and the master who has zeal without knowledge is likely to give his pupils much that they will have to unlearn. On the other hand, one may take honors in college and not be an efficient teacher of a class in a subject which he himself understands. Uninterested students are as likely to read books and write letters under a scholar who is an incompetent teacher, as tired hearers are to sleep under a theologian who is a dry preacher.

It is possible to have good schools in poor buildings and with poor text books, but we cannot have good schools without good teachers. It is evident, then, that the way to keep the schools up to a high standard is to eliminate the poor teachers, and to retain and promote the best, giving them such encouragement to make teaching their permanent profession that they cannot be drawn away by calls to any other occupation. The ill-tempered, the sarcastic, the listless and indifferent can be spared without loss, and in general those may be allowed to withdraw who have fled for refuge to teaching because they have failed in other occupations. The salaries of teachers and principals and superintendents must be large enough to secure the best men and women for the profession. Many persons who would make excellent teachers, and who would be glad to devote their lives to teaching, now select other occupations because they cannot live comfortably on a teacher's income.

It is a difficult task to pick from a long list of candi-

dates a competent superintendent or principal, and to select the right kind of teachers from the numerous applicants, all of whom seem to come about equally well recommended. The only sure test of fitness for teaching is experience. Some who seem to have the necessary qualifications fail, and many for whom success cannot be promised do well.

The trustees of a good private school are, as a rule, chosen on account of some special fitness for the duties which they are expected to perform. They serve without compensation and hold office long enough to become closely identified with the school and to have a personal interest in it. They are ready to pay salaries that will attract good teachers and they have it in their power to pay such salaries when the income of the school allows it. The selection of teachers they leave mainly to the headmaster or to a small and competent committee with whose decisions they do not interfere. These schools are dependent for income mainly on their patronage, and the trustees understand that they must have the best teachers that can be secured. They therefore do business on business principles.

On the other hand, the public schools of a city, both primary and secondary, are supported by taxation and are managed by a board of education which is often elected by the voters, many of whom have little interest in public education. This board is expected to be economical and is not allowed to spend the public money without the approval of some other body which controls the city expenditures. On such boards of education

many persons have served who have been qualified for the position, but a valuable member is by no means sure to be retained, especially if he has been an advocate of reform or of an increase in the school expenses; the body is subject to very frequent changes, and sometimes the whole board may be replaced by another when a new political party comes into power. A board so constituted and limited cannot, at best, be as efficient as a modern school board ought to be and is not likely to be composed largely of men of sufficient experience and sufficient judgment of character to have the responsibility of selecting superintendent, principals and the large body of teachers needed in the public schools. It will often be found that the members of the board who know least about the needs of the schools will be the ones to have the most to say about their management. Where the board is composed of men elected by party vote or appointed through political influence, who are more anxious to serve their party than to serve the public, the chances of having good schools are of course very doubtful. It is so important to have a board of education composed of persons especially fitted for the position, who will act from no other motive than that of the public good, and whose position on the board is as secure as that of a Justice of the Supreme Court, that the time must soon come when membership in this important office will everywhere be placed entirely beyond political control.

American children at birth are not inferior to those born in Europe, but it is generally admitted that Amer-

ican boys in the high schools are at least two years behind English, French, and German boys of the same age, both in intellectual attainments and in development toward manhood. If there is this inferiority in the period of youth, when there was no innate inferiority, then there must be something lacking in the training of American children, and for this the blame is often placed upon the schools. But this deficiency in development is due in great part to lack of discipline in the home, to unfavorable environment, to the spirit of the age, to enervating and debasing habits, and to other influences which the schools, in the nature of the case do not, and cannot control.

We cannot expect to have ideal schools, unless the pupils come to us from good homes. Children well brought up at home begin their education with a good preparation. They are easily taught to be systematic in their exercises, and to respect authority. They make better progress in their studies, and get better mental and moral training. Our public schools have had a remarkable development during the last half-century, but there is too little now of that careful home training which prepared the children of former generations for the work of the schoolroom, and this deficiency has thrown a heavier burden upon the teachers. Before going to college, I taught several terms in the district and select schools of a small town in Massachusetts. This was just before and during the first year of the Civil War, a time of more than usual mental activity in New England. The children were

ambitious to learn, and it required no effort to make them study. For most of them the town school, lasting not more than twenty-four weeks in the year, would furnish all the education they were expected to have. They had plenty of vigorous exercise, and there was no need of artificial devices to amuse them. Their recreation was found in the out-of-door sports in which, at that period, young people in the country villages naturally engaged.

It was delightful to teach in such an atmosphere. The plain schoolroom was attractive to both teacher and pupils, because the attitude of the pupils toward study was almost ideal. The reaction upon the teacher was immediate and stimulated him to do his best.

I kept up my acquaintance with a number of these pupils for many years. The most of the young men who did not lose their lives in the Civil War became useful citizens, and many filled creditably more or less important public offices in the towns where they resided. The results show that they were well trained for what they had to do, but it would not be right to give credit for this wholly or mainly to the schools, which could not compare with those of the present day. Their one great advantage was that they were brought up in good homes. They were not weakened by too much indulgence, nor spoiled by idleness. They were taught to obey and to work. They were eager to learn. The influence of the home and the spirit of the time gave them the ambition to know and to do. When they had finished their limited education, they had before them

the example of worthy fathers and mothers, and they started out with no other inheritance to make their way in the world.

It is unjust to throw the blame on the public schools because many who have enjoyed their advantages show marked defects in their character and education. It is not easy to make a good student out of a boy who comes from a home where he has been allowed to have his own way, or where the only purpose of the family is to have a good time. You cannot expect every boy to acquire the habit of speaking good English from the school, when so many never hear it correctly spoken anywhere else. The teachers cannot be held responsible for the moral character of children who are constantly surrounded by corrupting influences in their own families and on the street. The schools are doing a great deal for children who have not had early advantages, but they cannot counteract altogether the effects of unfavorable environment. The public schools open their doors to all that come. They receive children from all sorts of homes, of many nationalities, with every variety of inherited prejudice, with all grades of ability, with all possible differences in disposition, and make of the greater part creditable citizens. The wonder is that the result is so good.

There is now among our American people an excessive demand for amusement. The children have no resources of their own. They cannot be satisfied with the natural enjoyments of the home, but continually seek some outside excitement to keep them from becom-

ing weary with life. Think how much time most parents give to clubs, to public entertainments, to private parties, to pleasure trips! Amusements that formerly were patronized occasionally are now indulged in every day. Games that were once practiced for healthful exercise are now played for the entertainment of vast crowds, by men who adopt this career as a profession. Of course, where the attention of parents and friends is fixed so constantly on amusement, the thoughts of the younger members of the family must be fully occupied by it also. Most children nowadays who have anything that can be called a bringing up are brought up to be amused. That amusements take so much time of the pupils and return them weary to their tasks is not the only evil; they absorb their attention and become the chief subject of interest, so that studies are regarded as of secondary importance, or, it may be, of no importance at all.

The schools are affected by the spirit of the age, and when the tendencies of the people are bad the schools suffer and the teachers have so much more to contend with and overcome. There has been a growing disregard for law and authority among the American people, which has had an unfortunate influence on the young, who display their independence in the home, in the school, on the street, and in places of public resort. There is a prevalent desire to get something for nothing, an ambition to accumulate property without earning it, by defrauding other people or by taking advantage of their ignorance or weakness or inexperience. The in-

fluence of this spirit reaches down into the schools, where we too often find a lack of honor in dealing with instructors and with rivals in sports, and too great readiness to appropriate the property of others. The young get a wrong idea of success. Their standard will be the standard of the men who seem to them to prosper, and prosperity in the eyes of a young man generally means easily gotten wealth. There is among many a feeling that it is more respectable to spend what others have accumulated than it is to work, and that a happy life is one of idleness and pleasure. When young people are under the influence of this feeling, it is almost impossible to arouse in them an ambition for the best things or to get them interested in serious tasks.

The teachers, more than any other class, have it in their power to counteract wrong tendencies among the people, partly by their indirect influence in the community, but mostly by inculcating high standards of conduct among their pupils and by laying the foundations for a higher moral tone. The first thing for a pupil to learn is respect for authority and ready obedience to those who govern, including parents and public officials, as well as instructors. If right influences prevail in the schools the pupils ought to grow up with the conviction that the successful man is not the one who gets property in questionable ways; that the really happy life is not the one spent in accumulating a great fortune for some one else to spend, or in spending the money which some one else has earned; that the best way to spend a large for-

tune is to give it away where it will do the most good; that man's nature is such that useful occupation is necessary to lasting happiness; and that no man is satisfied with life who is not upright, honorable and trustworthy.

A few years ago I had some correspondence with several leading headmasters and principals of secondary schools for the purpose of getting their views regarding the quality of the students whom they were then sending to college. There was a general agreement that the boys then in school were not lacking in inherited ability, but that they were less interested in study, less ambitious and more listless and lazy than their fellows of twenty or thirty years earlier. I quote very briefly from the letters of four teachers of long experience:

(1) "The short-cut habit tends to narrow or superficial scholarship. In some cases it is both narrow and superficial. Nearly all pupils that come to us now are in haste."

(2) "I look with grave apprehension upon the tendency to lack of thoroughness, which results from the attempt to do in a certain time more than can be done well by the average boy."

(3) "It is my opinion that in general information, alertness and breadth of attainment the pupils of to-day are superior to those of ten years ago; but that in exactness of scholarship, painstaking effort, and concentration they are inferior. The difference is due doubtless to the extension of the curriculum, which requires attention to a larger number of subjects than formerly, and to the changes in the student life, which give a larger part to athletics and other forms of student activity."

(4) "Owing to the pernicious and almost universal habit of cigarette smoking, and the undue excitement in regard to

all branches of athletics, young men do not do as good work as they did formerly, and many are becoming totally unable to do any work in mathematics or in other studies requiring close mental application. Unless the curse of cigarette smoking can be abated by legal means or otherwise, the intellectual outlook for our young men is not encouraging."

When schools allow the pupils to be forced beyond what is wise, it is because they are compelled to do this to satisfy the demands of parents or of the taxpayers. The taxpayers generally object to a high school course of four years if the work can possibly be crowded into three, and most parents seem anxious to save as much time as possible in their sons' education for business or in preparation for college. When a short cut to college is the chief end sought, it is best to prepare for some institution that does not require much for admission. The powers of the mind, like those of the body, are developed gradually, and it is a great mistake to force a boy to attempt more than he can do well. Time is an important element in education.

There is abundant evidence to show that many of the boys of the present day are forming habits that will seriously affect their capacity to do the hard work that will some time be demanded of them. The youth who impairs his strength by indulgence in enervating habits and thus unfits himself for the duties and responsibilities of manhood, is not only throwing himself away and wasting the resources of his family, but is inflicting a loss upon the nation, which in its time of need must rely on the character and endurance of its young men.

Where is the necessity of temperate and clean living to be taught, if not in the homes and in the schools?

Systematic exercise under the guidance of a careful trainer is good for body and mind, but much harm may come to boys in the secondary schools from exercise which is too vigorous or too long continued. Games between rival schools may not seriously interfere with scholarship; in general, I do not think they do. But the long and hard training in preparation, and the intense exertion in a close game, where each side is ready to make any sacrifice to win, may have more serious results than bruises and broken bones. Whatever may be true of their older brothers in college, such strain for undeveloped boys of high school age involves too great risk of permanent bodily impairment, especially of the heart, which may greatly lessen the capacity for work in maturer years and shorten life.

We look for the day when study will again be fashionable, when the boy who devotes his main attention to the work for which he goes to school will no longer be sneeringly referred to as a "dig" or a "grind," when scholarship will be as earnestly sought as prowess in athletic sports.

The teacher who is anxious to put his life in where he can do most for the nation will find a great field for usefulness in connection with the rural schools. Much has already been done to improve the educational advantages of the country towns, but a beginning only has been made. The children in the country must have opportunities for education that will be more nearly equal

to those in the cities. At present, one strong argument against living in small towns is the inferiority of the local schools. Now that so large a proportion of the teachers come from normal schools, the country towns are likely to get only those that the cities have no room for, and as soon as a teacher in a rural school does work good enough to attract the attention of the superintendent, there almost invariably comes a call to a larger community and a higher salary which it is very difficult for one with ambition to refuse.

The young man has missed a great deal which cannot be wholly made up, who has been deprived of the opportunities of boyhood in the country. The one who grows up in the country gets a kind of practical education outside of the schools which is of very great value, and which sometimes is worth more to him than what he now gets from his teachers. Abundant exercise in the broad, open fields makes him strong and agile, and assures him a good degree of health and endurance in mature life. He has work to do which is a pleasure because he feels that he is learning to do what men do. He takes pride in being given responsibility for certain duties that are left to him. He becomes acquainted with machinery and tools and learns how to make things for his own use or amusement. He enjoys the freedom of the country. He can roam through the fields and forests and by the ponds and streams, and acquires by observation a knowledge of animal and plant life. He enjoys the singing of birds and the sight of mountains and valleys. He has constantly before him a view of the glory of sun-

rise and sunset, and of the whole starry sky at night down to the horizon on every side. This is vastly better for his physical and moral development than crowded tenements, noisy streets, questionable shows, and the chance companions of the city. But he misses the superior mental training which boys of his age in the city receive.

The father who has a right appreciation of his obligations to his family and to the state, naturally wishes to give his children a good education. If he is living in a small town, where the school privileges are poor, as soon as his children are of school age he begins to feel dissatisfied with his surroundings and seeks a situation in a city, where he himself will be an unknown man in the crowd, with few friends, and no social standing to be compared with that which he is leaving, but where his children will have the advantage of much better schools. The citizen who earns his support by daily toil cannot afford private schools which are open to men of larger means, though it is no less important to the state that his children be properly educated, for children brought up to work and to economize generally prove superior in achievement and attainment to those brought up in luxury and idleness.

It is of the greatest importance to the nation that the country towns be occupied by thrifty, intelligent and contented citizens. A vigorous and loyal yeomanry are the nation's strength. Unless the future is unlike the past, the country towns will continue to furnish a large proportion of the leading men in business and in the

professions; and in case of a great war they must produce young men hardy and brave to fill up the nation's armies.

The time must come when the rural population will cease to crowd into the cities, and when men of moderate means living in the cities, who value the health and happiness of their families and who wish to rear their children amid wholesome surroundings, will be willing to leave the questionable attractions of city life and seek homes in the country, where they may have houses and lands which they can call their own. The manifold conveniences and comforts brought to country homes by modern inventions will do much to encourage this desirable movement, but nothing will hasten it more than a large increase in the school privileges open to the children in the country towns.

No education approaches completeness that does not develop body, mind and character. In the early New England education, the chief aim was religious and moral training, and though on the religious side too much stress was laid on doctrine, yet the schools turned out men of strong character, who could withstand temptation.

Then there came a time when the only aim of the schools seemed to be the training of the mind and the acquisition of knowledge, when many teachers held the view that their sole mission was to teach their subjects, and that they were in no way responsible for the health or morals or manners of their students.

In more recent times the chief emphasis seems to be

laid on physical education, on health, muscular development and bodily symmetry. Boys are encouraged to give much time to gymnastics and athletics, and neglect of study is thought by many preferable to the neglect of physical training.

All these objects are important. We are not likely to overestimate any one of the three, if we do not at the same time underestimate the other two. The school must not neglect that knowledge which is necessary for the pupils' health and bodily development. A well-educated man of ability and character has less chance of doing a man's work in the world if he is burdened by ill-health. The studies must not be slighted, for the men who can think and plan are to be the men of power and influence. But the highest end of all instruction and discipline is character. Our students must become men who will keep the commandments, who cannot be tempted to do wrong by promise of personal advantage. If a bright pupil turns out to be a bad man, all that has been done to make him strong in body and mind only helps him to become a greater curse to society. Life and health are worth more to the individual than mental culture, but what will a man's physical strength and intellectual power be worth to the nation if his purposes are only bad?

CHAPTER XI

GREAT TEACHERS

The school is what the master makes it. Some characteristics of great masters. Ezekiel Cheever of the Boston Latin School. Samuel Moody of Dummer Academy. Thomas Arnold of Rugby. Benjamin Abbott and Gideon L. Soule of Phillips-Exeter Academy. Francis Gardner of the Boston Latin School. Samuel H. Taylor of Phillips Academy, Andover. Cecil F. P. Bancroft of Phillips Academy, Andover. John Meigs of the Hill School.

THE great headmaster gives a school a reputation which lasts long after his connection with it is ended. Age, tradition, location, endowment, buildings, fields for out-door pastime may do much for a school, but it is the headmaster who makes it what it is. That teacher is worthy of a great name who has such a talent for managing and teaching boys that he sends them forth with a complete preparation for a higher institution of learning and with a character which will enable them to meet successfully the tests both of college and of after life.

In the following pages will be found brief sketches of a very few teachers who have shown unusual capacity for managing boys. The sketches are made up mostly of quotations from books or addresses prepared by those who have been their pupils or associates. These teachers had their personal peculiarities, but in some respects they were much alike. All were strict disciplinarians, and sometimes severe, or apparently severe;

but all were kind-hearted and sympathetic. Some of these men were not broad scholars, but all were complete masters of the subjects which they taught, and therefore commanded the respect of their pupils for their learning. All had qualities which enabled them to create enthusiasm for study and to secure obedience. All had pronounced views on the best methods of instruction and discipline, and followed their own principles, uninfluenced by criticism. All freely dismissed pupils whose presence was harmful to the school. All were left free by the trustees to manage the school in their own way.

EZEKIEL CHEEVER

Master of the Boston Latin School, 1670–1708

Ezekiel Cheever was called by Henry Barnard "the Father of Connecticut School-masters, the Pioneer, and Patriarch of elementary classical culture in New England." He was the son of a linen-draper, was born in London, England, January 25, 1614. There is a tradition that he was a pupil at St. Paul's School in London. A note on the Register shows that he was entered at Emmanuel College, Cambridge, January 12, 1632–33. Wherever he may have studied, he received an excellent classical training. He came to America in order to enjoy freedom of worship, arriving in Boston in June, 1637. In the following year he went with John Davenport and Theophilus Eaton to Quinnipiac, and assisted in planting the colony and church of New Haven. He began his career as schoolmaster in 1638

and taught in New Haven twelve years. In November, 1650, as a result of trouble with the New Haven church, he removed to Ipswich, Massachusetts, where he remained eleven years and made the Ipswich school "famous in all the country," and was mainly instrumental in placing that town "in literature and population above all the towns of Essex County." From 1661 to 1670 he taught the grammar school in Charleston. In 1670, at the age of fifty-six, an age at which many teachers are ready to retire from active service, he removed to Boston, where he was master of the Boston Latin School for thirty-eight years. When he closed his long period of service, the Boston Latin School was "the then only Publick and Free Grammar School of this Great Town, the Principal School of the British Colonies, if not of all America." [1]

His *Accidence, A Short Introduction to the Latin Tongue*, written during his residence in New Haven, reached its twentieth edition in 1785. It was used for more than one hundred and fifty years. In a commendatory letter printed in an edition published in 1838, President Quincy of Harvard College said: "It is distinguished for simplicity, comprehensiveness, and exactness; and, as a primer or first elementary book, I do not believe it is exceeded by any other work, in respect to those important qualities." In another letter printed in the same edition, Samuel Walker, a well-known teacher of Latin, wrote: "The Latin Accidence, which

[1] Prince, *Funeral Sermon on Mr. Nathaniel Williams* [the successor of Mr. Cheever].

was the favorite little book of our youthful days, has probably done more to inspire young minds with the love of the study of the Latin language than any other work of the kind since the first settlement of the country. I have had it in constant use for my pupils, whenever it could be obtained, for more than fifty years, and have found it to be the best book, for beginners in the study of Latin, that has come to my knowledge. And no work of the kind have I ever known, that contains so much useful matter in so small a compass."

President Stiles in his Diary has two entries about Mr. Cheever:

"April 25, 1772. The Revd. and aged Mr. Samuel Maxwell of Warren, was at the Fast at Bristol. He was born I think 1688. He told me he well knew the famous Grammar School Master Mr. Ezekiel Cheever of Boston, Author of the *Accidence:* that he wore a long white Beard terminating in a point; that when he stroked his Beard to the point, it was a sign to the Boys to stand clear.[1]

"July 17, 1774. Read Dr. Mathers sermon on the Death of Mr. Ezekiel Cheever. He had been the most eminent Grammar School Master for above 70 years. . . . He was a pious and learned Divine as well as Præceptor. He wore his Beard to the day of his Death. He very much formed and established the New England Pronunciation of Latin and Greek. He printed an English Accidence still in use. The Hair of his Head and Beard were white as Snow. 'He died leaning like old Jacob upon a Staff; the Sacrifice and the Righteousness of a glorious Christ, he let us know was the golden Staff which he leaned upon'— I have seen

[1] Dexter, *The Literary Diary of Ezra Stiles,* New York, 1901, Vol. I, pp. 227–228.

those who knew the venerable old Saint; and particularly Rev. John Barnard of Marblehead who was fitted for College by Mr. Cheever and entered 1696. It is said that if he stroked his Beard, upon his Boys doing ill, it was a certain Sign of Severity." [1]

Mr. Cheever died on Saturday morning, August 21, 1708. He was "venerable not merely for his great age (94), but for having been the schoolmaster of most of the principal gentlemen in Boston, who were then upon the stage." [2] In Judge Sewall's Diary there are entries on the days of his death and burial. "August 21, 1708. Mr. Edward Oakes tells me Mr. Cheever died this last night. He was born January 25th, 1614. Came over to N.E. 1637, to Boston: to New-Haven 1638. Married in the Fall, and began to teach School, which Work he was constant in till now: . . . so that he has Labour'd in that Calling, Skillfully, diligently, constantly, Religiously, Seventy years. A rare instance of Piety, Health, Strength, Serviceableness. The Welfare of the Province was much upon his Spirit. He abominated perriwigs." "August 23. Mr. Cheever was buried from the School house. The Govr, Councillors, Ministers, Justices, Gentlemen there. Mr. Williams [3] made a handsome Latin oration in his Honor."

Cotton Mather preached a funeral discourse on Mr. Cheever, which he published with a Historical Introduc-

[1] *Ibid.*, pp. 449–450.

[2] Hutchinson's *History of Massachusetts*, London, 1768, Vol. II, p. 175, note.

[3] Mr. Cheever's successor as Headmaster in the Boston Latin School.

tion. From this pamphlet the following passages are taken:

"We generally concur in acknowledging, that New England has never known a better Master. I am sure, I have as much reason to appear for him, as ever *Crito* for his master *Socrates*. He had been a Skillful, Painful, Faithful Schoolmaster for Seventy Years, and had the Singular favor of Heaven, that though he had Usefully spent his Life among Children, yet he was not become *Twice a Child*, but held his Abilities, with his Usefulness in an unusual Degree, to the very last. . . . His Eminent Abilities for the Work which rendered him so long Useful in his Generation, were universally acknowledged, and it was noted that when Scholars came to be Admitted into Colledge, they who came from the Cheeverian Education were generally the most unexceptionable. . . . He that was my Master Seven and Thirty years ago was a Master to many of my Betters no less than Seventy Years ago; so long ago, that I must even mention my father's Tutor for one of them. . . . He lived as a Master the Term which has been for above three thousand years assigned for the Life of Man. He continued unto the Ninety Fourth year of his Age, an unusual instance of Liveliness, his Intellectual Force as little abated as his Natural."

SAMUEL MOODY

Master of Dummer Academy, South Byfield, Mass.
1763–1790

Samuel Moody, son of Rev. Joseph Moody, was born in 1726 in York, at that time a town in Massachusetts, but now in Maine. He was graduated from Harvard College in 1746. He came to Byfield from York, where

he had been master of the grammar school for sixteen years, and had given it a wide reputation for thoroughness. He began to teach at Dummer School, March 1, 1763. In 1782 this school was incorporated as Dummer Academy, by Act of the General Court.

Among his earliest pupils was Samuel Phillips, who was graduated from Harvard College in 1771 and seven years later projected Phillips Academy at Andover. Master Moody fitted about seventy boys for college at Dummer School, before the Academies at Andover and Exeter were opened. He continued at the head of the institution for more than twenty-seven years and gave instruction to five hundred and twenty-five boys. He resigned in 1790, and died in Exeter, N. H., December 14, 1795, in his seventieth year.

Some traditions relating to Mr. Moody's characteristics and to his methods of teaching have been preserved in addresses delivered at the Academy on anniversary occasions:

"I have no reason to think that his scholarship extended over a wide range of subjects. . . . It was in Latin and Greek — especially the former — that his strength as a scholar and teacher mainly lay. . . . There is no reason to suppose that he had read many of the ancient authors. . . . To fit his boys for College and to fit them well, was his ambition and pride. . . . His acquaintance with the textbooks necessary to this end was minute, thorough and remarkably exact. Within those limits he was always and everywhere at home; so far, at least, no question of interpretation, of syntax, or of prosody, ever found him unprepared. These habits of accuracy, of readiness, and of

freshness, he kept up by constant exercise and unremitted application. One fact — incredible as it seems — I had from authentic sources. He was in the habit of studying the French and Latin dictionaries, in regular course from A to Z.

" His views of order in a schoolroom differed from those which usually prevail. Silence, there, he thought, was more distracting than noise. Accordingly, he not only permitted, but encouraged his scholars to study audibly. The buzz of sixty or seventy boys loudly conning their various tasks, not only filled the room, but could be heard at some distance from the house. Newcomers unused to the practice were disturbed at first, but soon fell in with the current, and liked it well. This confused murmur made the recitation of classes and remarks of teachers inaudible to the rest, and thus favored abstraction and attention. . . .

" I have no reason to think that his discipline was uniform or always judicious. Wayward and impulsive, he sometimes failed to control himself. But youth can appreciate, and not unwillingly forgives, even the passionate outbreaks of an honest, kindly, whole-souled instructor. For the indolent and vicious he had a large and diversified list of penalties, some of which were amusing to the lookers-on, if not always to the culprits. . . .

" Though he lived long before the days of gymnastic apparatus and instruction, he looked carefully after the amusements, the health, and the safety of his boys. In the matter of bathing his regulations were strict and peculiar. The time and the place were fixed by him. The state of the tide was carefully observed, and if the favorable moment happened to come in the midst of school hours, he suspended work for a while, and sent the boys out to bathe."

Nehemiah Cleaveland, *The First Century of Dummer Academy,* August 12, 1863, pp. 24–26.

"My grandfather, Dr. Daniel Noyes Poore, was one of those prepared for college by Master Moody, and I have often heard him describe the good old pedagogue, wearing a long green flannel morning gown and velvet smoking cap, with an assortment of instruments of punishment on his desk, the ferrula, the long flat rule, and several switches, the heaviest being for the oldest boys."

Maj. Ben: Perley Poore, in an address at Dummer Academy, October 22, 1885, p. 12.

"The reputation of Master Moody as a successful instructor has not been surpassed, if it has been equaled, by that of any other teacher in the commonwealth. He possessed a wonderful power of control of boys, and of interesting them in their work. He aroused and stimulated their manly instincts. Severely just and impartial in his treatment of all, exhibiting in his life and conversation the best example of true manliness and of purity and nobility of character, comprehending instinctively all the springs of action in youth, he governed his pupils in such a kindly and paternal manner, yet by such efficient means, as to secure for him the love and respect of all. In his later days he often referred with pride to the fact that for a term of years while he was master of the school he never resorted to the use of the rod as an instrument of discipline. His great characteristic as a teacher was his very thorough and accurate instructions. What was to be learned must be learned perfectly."

William Dummer Northend, in an address at Dummer Academy, June 19, 1888, pp. 36–37.

Master Moody lies buried in the old cemetery in York, Maine. The somewhat unusual inscription on the plain stone which marks his grave sums up well the character and influence of this early teacher:

Integer vitae scelerisque purus,

SAMUEL MOODY, ESQ.

PRECEPTOR OF DUMMER ACADEMY

The first Institution of its kind in Massachusetts.
He left no child to mourn his sudden death,
(for he died a bachelor,)
Yet his numerous pupils in the United States will ever retain a lively sense of the sociability, industry, integrity, and piety he possessed in an uncommon degree; as well as the disinterested, zealous, faithful, and useful manner he discharged the duties of the Academy for thirty years
He died at Exeter Dec. 14, 1795
Aged seventy.

THOMAS ARNOLD

Headmaster of Rugby, 1828–1842

Thomas Arnold has had a wide influence on American teachers and American secondary schools. He was called to be headmaster of Rugby when the English public schools were subject to severe criticism on account of their limited range of studies and their unsatisfactory moral tone. His great purpose was to make Rugby a place of really Christian education, where boys would receive thorough intellectual training and where the atmosphere would be such that they would grow up to be Christian men. He was a man of intensely religious character, and influenced his pupils greatly by his ad-

dresses in the school chapel. During his fourteen years as headmaster of Rugby he brought about changes in the school life which affected all the public schools of England.

He was born June 13, 1795, at West Cowes, Isle of Wight. He was a schoolboy at Warminster and later at Winchester. In 1811 he was elected Scholar at Corpus Christi College at Oxford. Four years later he was elected Fellow of Oriel College, Oxford, where he continued his studies till 1819, when he established himself as a private teacher at Laleham, taking not more than seven or eight young men at a time, and preparing them for the universities. He became headmaster of Rugby in August, 1828.

Dr. Arnold died suddenly, from a disease of the heart, on Sunday morning, June 12, 1842, at the close of his forty-seventh year.

Before his appointment at Rugby he thus expressed his views regarding the duties of the master of a great school:

"I confess that I should very much object to undertake a charge in which I was not invested with pretty full discretion. According to my notions of what large schools are, founded on all I know and all I have ever heard of them, expulsion should be practiced much oftener than it is. Now, I know that trustees, in general, are averse to this plan, because it has a tendency to lessen the numbers of the school, and they regard quantity more than quality. In fact, my opinion on this point might, perhaps, generally be considered as disqualifying me for the situation of master of a great school; yet I could not consent to tolerate much that

I know is tolerated generally, and, therefore, I should not like to enter on an office which I could not discharge according to my own views of what is right. I do not believe myself, that my system would be, in fact, a cruel or a harsh one, and I believe that with much care on the part of the masters, it would be seldom necessary to proceed to the ratio ultima; only I would have it clearly understood, that I would most unscrupulously resort to it, at whatever inconvenience, where there was a perseverance in any habit inconsistent with a boy's duties. . . ."

Stanley, *Life and Correspondence of Thomas Arnold,* New York, 1887, Vol. I, p. 86.

A few years later, in a letter to one of the assistant masters, he thus expressed his indifference to criticism:

"I do not choose to discuss the thickness of Præposters' sticks, or the greater or less blackness of a boy's bruises, for the amusement of all the readers of the newspapers; nor do I care in the slightest degree about the attacks, if the masters themselves treat them with indifference. If they appear to mind them, or to fear their effect on the school, the apprehension in this, as in many other instances, will be likely to verify itself. For my own part, I confess that I will not condescend to justify the school against attacks, when I believe it is going on not only not ill, but positively well. Were it really otherwise, I think I should be as sensitive as any one, and very soon give up the concern. But these attacks are merely what I bargained for, so far as they relate to my conduct in the school, because they are directed against points on which my 'ideas' were fixed before I came to Rugby, and are only more fixed now; e. g., that the authority of the Sixth Form is essential to the good of the school, and is to be upheld through all obstacles from within and from without, and that sending away boys is a

necessary and regular part of a good system, not as a punishment to one, but as a protection to others. Undoubtedly it would be a better system if there was no evil; but evil being unavoidable we are not a jail to keep it in, but a place of education where we must cast it out, to prevent its taint from spreading. Meanwhile let us mind our own work, and try to perfect the execution of our own 'ideas,' and we shall have enough to do, and enough always to hinder us from being satisfied with ourselves."

Ibid., p. 124.

Dean Stanley, in his biography, thus describes his methods of dealing with his pupils in the matter of instruction:

"His whole method was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information, except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible — enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said, 'It is a great mistake to think that they should *understand* all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding — whereas a man cannot usually recollect a thing unless he understands it.' But in proportion to their advance in the school he tried to cultivate in them a habit not only of collecting facts, but of expressing themselves with fa-

cility, and of understanding the principles on which their facts rested. 'You come here,' he said, 'not to read, but to learn how to read'; and thus the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own."

Ibid, p. 133.

The following quotations from *Tom Brown's School Days* relate to his ideas of discipline and the influence of his Chapel talks:

"We looked upon every trumpery little custom and habit which had obtained in the school as though it had been a law of the Medes and Persians and regarded the infringement or variation of it as a sort of sacrilege. And the Doctor, than whom no man or boy had a stronger liking for the old school customs which were good and sensible, had, as has already been hinted, come into most decided collision with several which were neither the one nor the other. And as old Brooke had said, when he came into collision with boys or customs, there was nothing for them to do but to give in or take themselves off; because what he said had to be done, and no mistake about it. And this was beginning to be pretty clearly understood; the boys felt that there was a strong man over them, who would have things his own way; and hadn't yet learned that he was a wise and loving man also. His personal character and influence had not had time to make itself felt, except by a very few of the bigger boys with whom he came more directly in contact; and he was looked upon with great fear and dislike by the great majority even of his own house. For he had found School, and Schoolhouse, in a state of monstrous li-

cence and misrule, and was still employed in the necessary but unpopular work of setting up order with a strong hand."

Tom Brown's School Days, G. P. Putnam's Sons, New York, 1913, p. 110.

"But what was it after all which seized and held these three hundred boys, dragging them out of themselves, willing or unwilling, for twenty minutes, on Sunday afternoons? True, there always were boys scattered up and down the School, who in heart and head were worthy to hear and able to carry away the deepest and wisest words there spoken. But these were a minority always, generally a very small one, often so small a one as to be countable on the fingers of your hand. What was it that moved and held us, the rest of the three hundred reckless, childish boys, who feared the Doctor with all our hearts, and very little besides in heaven or earth; who thought more of our sets in the School than of the Church of Christ, and put the traditions of Rugby, and the public opinion of boys in our daily life above the laws of God? We couldn't enter into half that we heard; we hadn't the knowledge of our own hearts or the knowledge of one another; and little enough of the faith, hope, and love needed to that end. But we listened, as all boys in their better moods will listen (aye, and men, too, for the matter of that), to a man who we felt to be, with all his heart and soul and strength, striving against whatever was mean and unmanly and unrighteous in our little world. It was not the cold, clear voice of one giving advice and warning from serene heights to those who were struggling and sinning below, but the warm, living voice of one who was fighting for us and by our sides, and calling on us to help him and ourselves and one another. And so, wearily and little by little, but surely and steadily on the whole, was brought home to the young boy, for the first time, the meaning of his life: that it was no fool's or sluggard's paradise into which he had wan-

dered by chance, but a battle-field ordained from of old, where there are no spectators, but the youngest must take his side, and the stakes are life and death."

Ibid., pp. 123–124.

BENJAMIN ABBOTT

Principal of Phillips-Exeter Academy, 1788–1838

GIDEON LANE SOULE,

Principal of Phillips-Exeter Academy, 1838–1873

Benjamin Abbott, and his successor, Gideon L. Soule, were principals of Phillips-Exeter Academy for a period of eighty-four years, and these two eminent teachers gave to the school its distinguished character. Mr. Abbott took charge of the school five years after its foundation. It was then small in numbers and backward in scholarship, there being only two pupils far enough advanced to begin the study of Latin.

Benjamin Abbott was born September 17, 1762, in Andover, Mass., was prepared for college at Phillips Academy in that town, and was graduated from Harvard in 1788 with high credit for scholarship. In August of the same year he became principal of Phillips-Exeter Academy and continued in that office for half a century. Dr. Abbott died in Exeter, October 25, 1849.

Gideon Lane Soule was born July 25, 1796, in Freeport, Maine. In 1813 he entered Phillips-Exeter Academy. After studying there three years he was admitted to the Junior Class in Bowdoin College, from which he was graduated in 1818. Four years later he

became an instructor at the Academy, and was subsequently appointed Professor of Ancient Languages. He was associated with Dr. Abbott for sixteen years, and by reason of the Doctor's impaired health practically exercised the powers of principal during the latter part of this period. On Mr. Abbott's retirement in 1838, Mr. Soule was elected principal, which position he held till 1873. Dr. Soule died May 28, 1879.

Joseph G. Hoyt, a teacher at Exeter for eighteen years, wrote of Dr. Abbott:

"The lofty bearing of a nobleman sat easy on him, simply because he was a nobleman. . . . He knew how to be dignified without being ungenial. . . . His pupils feared him, but not half so much as they loved him. They never doubted his honor or his truth. They knew that he was their friend, great-hearted and strong. . . . He had the faculty of making his classes believe that the particular subject on which they were engaged was the most important and attractive branch of study in the world. They caught fire from him, and teacher and pupils alike glowed with the same enthusiasm. . . . His pupils came from every State in the Union and from foreign countries. There was among them every variety of character and disposition, . . . but to all of them alike the ominous shake of that long forefinger was as decisive as the nod of Jove. There was no appeal from him,— no escape from the penalty of violated law. . . . Though he had a voice like the voice of many waters, yet he seldom spoke so loud as to be heard across the recitation-room. The scarcely audible tap of his penknife on his desk hushed his room to silence in a moment. However indignant he might be at any act of wickedness or folly, his speech was always gentlemanly. . . . But the day when the culprit, especially if he had been

guilty of a *lie,* was sent up into the library, and, after listening for a time in anxious suspense for the slow step and creaking shoes on the stairs, was visited at length by the Doctor with his *rattan,* was a day in his history to date from and be remembered." [1]

Hon. George Bancroft said of Dr. Abbott, at the Centennial Celebration of the Academy in 1883:

"As a ruler of young men he was not to be surpassed. In all the long period of his service he was never known to use a word or a tone that needed to be recalled or softened. He never reproved one scholar in the presence of another. In the time that I was under his care I cannot recall from any pupil a saying about him that was not full of respect. To-day, though it is seventy years since I passed from his care my heart warms with affection as I recall his name."

Charles H. Bell, in his Historical Sketch of the Academy, thus characterizes Dr. Abbott and Dr. Soule:

"Nature had gifted Dr. Abbott with qualities which singularly fitted him to be a tutor and governor of youth. Though inflexibly just, he was only too happy to temper justice with mercy, whenever it would not be subversive of good discipline. He was never over ready to take notice of a fault that might be passed by without harmful consequences. It was a favorite remark of his that 'it was a great accomplishment to know how to wink!' Probably many a boy attributed to his teacher's want of observation what was really the result of merciful voluntary blindness. Though he shrank from causing pain to the lowest creature, yet in those instances where punishment was really merited, he inflicted it without flinching. In the happily rare cases

[1] *North American Review,* July, 1858, pp. 135–138.

in which he had to deal with a vicious or depraved lad, he administered a lesson, both to mind and body, that served as a wholesome reminder of duty. He was not the man to spoil the child, in such cases, by sparing the rod. In general, however, he governed with the least possible display of authority. In the schoolroom, a look, a tap on the desk, or a shake of the forefinger was enough to recall the wandering attention of the most wayward, and fix it upon the business of the hour. . . . An authentic anecdote gives an idea both of his philological attainments and of his impressive style of imparting information. One of his best pupils, John P. Robinson, presented him his exercise in writing Latin, one day, for correction. Dr. Abbott returned it, with a single word marked as erroneous. Robinson consulted grammar and lexicon, and racked his brains to find out the mistake he had committed, but all in vain; and was at last obliged to take back the exercise to the Doctor, with the confession that he could not discover in what the fault lay. 'Robinson,' replied the Doctor, 'words are like men; none but gentlemen are found in gentlemen's company.'

"His manners were such as would become a nobleman. Courteous as he was dignified, he doffed his hat in response to the greeting of the lowliest person he met. As he walked down the aisle of the schoolroom, bowing graciously to the right and the left, his appearance so impressed every pupil, that the memory of it will never fade away. It made generations more manly.

"Dr. Soule had the advantage of a fine person; he was tall, perfectly erect, and his air was dignified and commanding. His features were bold and handsome, his voice well modulated, his smile winning. His temper was equable, and his self-control was rarely disturbed. Like Dr. Abbott, he possessed peculiar qualifications for the position of chief of a great school. Many of his predecessor's methods he

carried along into his own practice, though his cooler temperament caused, perhaps, a more perceptible distance between him and his pupils. But he understood well how to appeal to their better and nobler instincts, and had confidence in their general rectitude of intention. He never lost consciousness of the fact that boys were men in miniature; and looking forward through their present to their future, always made a point of treating them in manly fashion. He had a remarkable store of anecdotes, from which he used to draw illustrations to enforce his teachings. Here he never missed his aim. . . .

" Under his administration the students made a great forward stride in self-government. They were given to understand that they were not to be held amenable to any written code, but were to conform their conduct to the common law of right and propriety, recognized by every member of an enlightened community. And it was while he held the reins of government, that the radical innovation of allowing all the students the privilege of preparing lessons in their own rooms, unwatched by tutors' eyes, was introduced. . . .

" As an instructor, especially in his own chosen department, the ancient classics, Dr. Soule's qualifications and success were of the highest. In the Latin language and literature, to which he gave special attention, he was preëminent. His thorough knowledge, his critical exactness, his cultivated taste, enabled him to make the study of the authors of antiquity a pleasure, instead of a task, to his pupils. . . . No better work, no more thorough training presented itself for examination from any quarter, than that which was accomplished under his immediate inspection.

" The two men had certain important qualities in common; scholarship, the gift of command, and especially that fine influence which springs from innate courtesy and sense of justice. Both were gentlemen, not merely in their man-

ners, but in their hearts. They set the example by words and acts, of Christian kindness and honorable sentiments, united with perfect urbanity. They inspired their pupils not only with the love of learning, but with an appreciation of the graces of character and of the amenities of refined life." [1]

FRANCIS GARDNER

Headmaster of the Boston Latin School, 1851–1875

Francis Gardner, son of Honorable Francis Gardner, a member of Congress, was born March 15, 1812, in Walpole, N. H., and was graduated from Harvard College in 1831. In the autumn following his graduation he was appointed an usher in the Boston Latin School. While engaged in teaching he began the study of law, intending to enter that profession; but on the death of his father in 1835, he decided to continue teaching in order to be better able to care for his mother and sisters. He was connected with the Boston Latin School as usher, sub-master, and master, with the exception of one year spent in private teaching, from 1831 till his death on January 10, 1875.

Memorial services were held in Huntington Hall, March 15, 1876, the anniversary of Dr. Gardner's birth. William R. Dimmock delivered the Memorial Address, from which some extracts are here given:

"Life seemed to him rightly spent only as it was spent for use. The ordinary enjoyments of men, the social pleas-

[1] Bell, *Historical Sketch of Phillips-Exeter Academy*, Exeter, 1883, pp. 52–57.

ures, absorption in the delights of literature, all these he put away forever from him. He was never seen at places of public amusement, never, during the larger part of his life, at the table even of a friend; all invitations were declined; not even the annual dinner at Commencement found him present. But if a boy had a question to ask, if a former pupil or even a stranger sought instruction, all that he knew, and all his skill, were given, without thought of time, and with absolute refusal to take reward. . . ."

P. 21.

"Just six feet in height, his weight one hundred and ninety pounds, all bone and muscle, he was very active in all his movements till his powers began to fail. How often have I thought, as I have seen him running up that long, winding staircase at the Latin School, generally two steps at a time, of Dr. Arnold's saying, that when he could no longer run up the library stairs, he should know that it was time for him to go. . . . That iron frame and those immense powers gave him great capabilities for work. . . . No ordinary toil or care could weary him. He must have been fifty years of age when he told me that so far as fatigue was concerned, he never knew the day when he could not, at its close, do the whole day's work right over again. . . ."

Pp. 28–29.

"He had a remarkable facility for illustrating subjects by familiar objects and incidents. He was a marvel of patience in giving explanations. When he felt that the class or the individual boy was really seeking to understand a subject, he would repeat and vary his efforts over and over again, until the subject was made clear. These illustrations of his were often homely and quaint; his anecdotes were pointed and odd; and they gave so much of originality to his instruction that boys were first interested and aroused by his manner and methods, and then received with zest the knowledge that he was trying to convey. He had

especial skill with the lower end of the class, with those who had, perhaps, been thought idlers or dunces through years of their school course. . . . The progress made by the poorest scholars in his room was constantly a surprise. . . ." Pp. 31–32.

"In the government of his school he required strict obedience, unquestioned submission to authority, and respect in both words and manner. But he was not particular about points of order regarded as essential by many. His authority was so absolute, that he could allow a great deal of freedom in the schoolroom. His own physical powers were so vigorous, that he appeared to sympathize with the restlessness of boys. He endeavored to secure their interest in their studies, believing that then the ordinary forms of school discipline could be dispensed with. There was always in his room an impression of vigorous life. The painful stillness of the House of Correction and of many schools — a stillness as of death, you did not find, but indications of intelligent study and happy work." P. 35.

Horace E. Scudder wrote thus of Dr. Gardner in *Harper's Magazine*, Vol. LV, pp. 712–714:

"A stranger entering the great hall at the top of the Latin School building, where the first class always had their desks, would get the impression from the tall, muscular, and bony figure that glowered upon him with penetrating eyes through a pair of gold-bowed spectacles, that the master was a most stern, forbidding man; and his impression would probably be deepened if he were to catch the master hearing a class recite, his head partly bent and turned to one side, and the questions coming forth in a gruff voice, curt, and, very likely, snappish. Certainly Mr. Gardner was not a lovely man at first sight. . . .

"There are two words which sum in brief Mr. Gardner's

character and influence — duty, honor. It was his stern, unflinching obedience to duty which bade him turn aside from pleasant ways in his life into solitary paths of renunciation, and partly thus to become incrusted with manners that were ungentle; it was his loyalty to duty that made him spare himself in no regard if he could increase his own efficiency and perfect the school; and it was a high sense of honor which he inculcated in the boys — honor which was at the bottom of his noble life, and sometimes burst forth into fiery indignation or deep scorn at what was base, mean, or unworthy in the boys before him. It was a strange character which gradually disclosed itself to boys, and never was wholly understood by them; only as one brings together the testimony of his contemporaries and of those who added mature friendship to boyish fear and admiration, can the outlines of his nature be discerned."

Another of his pupils wrote concerning him:

"This great master, whatever else he lacked, had character, not of the fine-lined, sentimental kind, cut and polished as a well-proportioned statue, but in the bulk, a massive bulwark protesting against all cant, superciliousness and untruth. All who came under his instruction during his more than forty years' connection with the school, will testify to this, when they remember his devotion to truth in language and manner, which, if it seemed crude and austere in its simplicity, never deceived any man as to its intent and was an ever-biding lesson to all under him of a man terribly in earnest, who believed in duty."

SAMUEL HARVEY TAYLOR

Principal of Phillips Academy, Andover, 1837–1871

Samuel Harvey Taylor was born October 3, 1807, in Derry, New Hampshire. His first American ancestor

was Matthew Taylor, one of the sixteen Scotch-Irish Presbyterians who settled the town of Londonderry in that state in 1719. He was graduated from Dartmouth in 1832, and from Andover Theological Seminary in 1837. During a part of his seminary course he was Tutor in Dartmouth College. On the completion of his theological studies he was elected Principal of Phillips Academy at Andover, which position he held till his death.

He died suddenly, of a disease of the heart, on Sunday morning, January 29, 1871, in the vestibule of the Academy building, while on his way to meet his large student Bible class. The day was stormy, and he had already shown symptoms of approaching illness, but when Mrs. Taylor urged him to omit his class for that day, he replied: "My duty lies with my pupils."

W. A. Mowry, when giving a list of great teachers, said:

"In Great Britain, as a schoolmaster, Thomas Arnold takes the lead. In America, with all deference to many others, I venture to place at the head of this list the name of Samuel H. Taylor of Andover." [1]

A Memorial of Samuel Harvey Taylor was published by his last class, which contained an Address by Professor Edwards A. Park and a Funeral Discourse by Professor J. W. Churchill. From these addresses some extracts are here given:

[1] Mowry, *Recollections of a New England Educator,* New York, 1908, p. 73.

"When the trustees appointed Mr. Taylor as principal, they intended and expected that he would be faithful to the traditions of the office. He was constitutionally fitted for a disciplinarian. He had an instinct of government. . . . He had a stern conscience, a keen sense of duty, a deep regard for obligation. It was his firm belief that men in the learned professions would accomplish more than they now do, if they were more regular in their habits of study, if they had their fixed hours for intellectual toil: he therefore deemed it his duty to insist on strict regularity in his school. . . . He believed that one of the dangers to which this democratic land lies exposed is a disrespect for law: he therefore believed that he was performing an act of kindness to his pupils when he was accustoming them to obey. . . . He believed that indolence is not only a besetting sin of men, but the parent of a numerous progeny of other sins: he regarded himself, therefore, as performing an act of kindness for his scholars whenever he broke up their habits of idleness. . . . He united accuracy in the details of classical literature with an enthusiasm in its general spirit. Accuracy is essential to the success of a teacher, but does not insure it. . . . In his view, no error was trivial. With scrupulous care he exposed the slightest mistake of a pupil. He was not, however, so engrossed in looking at the trees, that he failed to see the grove. . . . The scene in his recitation room reminded one of a torrent rushing onward to the sea; one wave not waiting for another, but every wave hastening forward as if instinct with life. Every mind was on the alert. Those who were naturally quick learned to be accurate before him; those who were naturally slow spurred themselves onward before him. He not only had a knowledge of his theme, and an interest in it, but a knowledge of his pupils, and an interest in them. He well understood the nature of young men: he divined their thoughts; his insight of their character appeared at times mysterious; he knew how to incite and em-

bolden them. He derived a fresh esteem for them from the very fact that they could be incited to study, and emboldened to press through obstacles. . . . He was a very model of patience in helping dull scholars if they were industrious; a very model of perseverance in explaining the text, and repeating his explanations, until he made it clear to obtuse minds, if they meant well. He had a reverence for good intentions. He loved the sterling virtues of his pupils. He prized their moral excellence more than their mental acumen. Hundreds of these pupils confess that he started them in their career of usefulness, breathed courage into them if they were timorous; and, when he refused to do their work for them, he gave them a richer benefit in stimulating them to do their own work for themselves. He valued his pupils, not so much for what they knew, as for what they could and would learn. He did not love to crowd their memory with thoughts, so much as to enable them to think. He was careful not to overload their minds, and equally careful to develop them. His aim was not to give them knowledge, but to qualify them for getting it."

From Professor Park's Address, pp. 19–31.

"We all felt that he wanted to develop in us a self-respecting manhood, for one thing; and, for another thing, he aimed at a healthy and harmonious development of all our powers. It was the boy in the totality of his nature that he aimed to educate. Accordingly, his method was to seek to awaken the intellectual activity of every individual boy. He told us as little as possible, but made us discover as much as possible. To be educated in this way, as he often used to tell us, was to be *self*-educated. He made us feel most sensibly the difference between mere instruction and education. It was the difference between the means and the end to be secured by them. He seemed to teach as if it was not his business simply to impart knowledge, but

to teach the way of getting knowledge. . . . What we had to do must be done accurately. It must be done with all the speed possible and consistent: this required the concentration of our attention. We must be ready with our reason for the faith that was in us. This cultivated logic. Facts must not only be collected, but weighed, compared, and classified; and this taught us method. With a start in these four things,— accuracy, attention, logic, and method, — he equipped us for college. . . . With the dullest of us he was patient and helpful, if he could be assured that we were doing our best; but for the geniuses of the class, who 'got along' by the light of Nature, without study, he had no mercy."

From Professor Churchill's Sermon, pp. 86–89.

Dr. Claude M. Fuess, in *An Old New England School*, pp. 237–300, gives a very complete account of Dr. Taylor's administration. While he would rank the Doctor among the great Principals, he has no sympathy with his indifference to progress and his despotic methods. He says:

"The truth is that Dr. Taylor belonged to an age which had already passed. The classroom practices which he employed so successfully could not be used now; his scheme of punishment would not be tolerated to-day. . . . He was fortunate in the time of his death. Feebleness, decrepitude, or senility seemed with him to be impossible, and it was as if, rather than bend to the storm, he rendered up his life in a protest which he knew at heart to be unavailing.

"Times have changed, then, since those stormy interviews in 'Number 9,' and the world has grown out of sympathy with many of Dr. Taylor's aims, as well as decidedly critical of his system. But it will never do to forget that

in both his faults and his virtues he was representative of that Puritan New England where Phillips Academy was founded. His sternness, his relentless dislike of frivolity and hatred of evil, his scrupulous thoroughness and accuracy, his steadfast adherence to the letter of the moral code, his confidence in the efficacy of conversion, his absolute trust in his own infallibility: — all these are qualities which belonged to Bradstreet, Winslow, Jonathan Edwards, even to Samuel Phillips, Jr., himself."

Pp. 266–67.

CECIL F. P. BANCROFT

Principal of Phillips Academy, Andover, 1873–1901

Cecil F. P. Bancroft was born in New Ipswich, N. H., November 25, 1839; was graduated at Dartmouth College in 1860, and from Andover Theological Seminary in 1867. He was Principal of the New England School for White Youth on Lookout Mountain from 1867 to 1872, and was Principal of Phillips Academy, Andover, for twenty-eight years.

Dr. Bancroft was prominent in the movement to bring about a better understanding between the preparatory schools and the colleges, and in changing the requirements for admission so as to give a more complete preparation for college. He was President of the Head Masters' Association, and also of the New England Association of Colleges and Preparatory Schools. "He lived to see college and preparatory school work together with greater oneness of endeavor."

During the first half of his principalship he was both teacher and administrator; during the latter half, administrator only.

"In his teaching of Latin, he brought before his pupils the bearing that classical study had upon an intelligent reading of current literature and upon the discharge of a rational citizenship. He insisted upon forms and technical details, but not with the insistence of many teachers. He looked beyond school years to the larger life with its perils and its duties.

"As an administrator his task was two-fold, guiding and harmonizing the group of teachers about him and developing and molding the purposes and character of his pupils, and it would be difficult to say which problem presents the greater difficulties. Among his colleagues he was always urbane, gentle, deferent to the wishes of others, yet, in rare instances, holding tenaciously to his own view that ran counter to the expressed vote of his teachers, giving his reasons with clearness and vigor.

"A most marked trait of his character in dealing with his corps of teachers was his power of sustained waiting. The impatient man must bide his time, not that the Doctor was unwilling to carry into execution the plan proposed, but that oftentimes a maturer judgment would suggest to the man in haste a more practical method or would convince him of its entire unwisdom. The teacher that was needlessly slow in coming to a decision or to action was moved forward to prompt finality by a word that was both courteous and compelling. Was there something to be done that did not sharply present itself as any one man's specific duty? He would himself take up the work, both that it might be done and also as a lesson of self-denial to those around him.

"The boys under his care and their parents always found him heeding their restlessness and their questioning and they always found his head and heart acting for their future good and usually for their present happiness. . . . They loved him for his delicacy of approach to their inner problems, they were grateful to him for solving or for helping

them to solve those perplexities, they revered him for his kindly remembrance of them in face, in name and in kin. And if disaster came to any boy and the sudden impulse or the long planned effort swept him away from fidelity and integrity, the boy knew that the discipline that fell upon him would be explained to the friends at home in a way most generous and helpful, for it was an invariable rule with the Doctor to suggest to the parents some plan for the immediate future of the erring boy, both to ease the parents' grief and to effect the boy's redemption.

" The discipline that he administered was not without reason or temporary, but was well considered through giving courteous regard to the view-point of the boy, and the letters that came in after years revealed the unusual wisdom of his action.

" All those that taught with him and a large proportion of his pupils are grateful that they were privileged to hear the morning petitions offered in the school chapel. Those prayers were gracious messages of peace and strength, and enabled many to establish their ways against evil and to live a life that was more true and more serviceable. The diversity of approach in prayer and the range of appeal was marvelous. The after chapel words of exhortation, rebuke, encouragement and praise abide in the whole company of those trained under him and are lodged . . . in the imperishable years."

Professor George T. Eaton, in the
Andover Townsman, Oct. 11, 1901.

Dr. Claude M. Fuess writes as follows of Dr. Bancroft's ability and services:

" There has rarely been a case in educational history where a man has been so marvelously adapted to his position as Dr. Bancroft was to meet the problems confronting him. If ' Intensity and Conservatism ' were Dr. Taylor's

watchwords, 'Breadth and Progressiveness' were Dr. Bancroft's. The extent of his actual achievements may be briefly summarized: he found his school with two hundred and thirty-seven students, and left it with a record of an average attendance of considerably over four hundred for a continuous period of ten years; he increased the size of the faculty from eight men to twenty-two, and gathered around him a body of loyal and efficient teachers; he added largely to the endowment and was, through his personal efforts, responsible for securing several new buildings and bettering the equipment; he broadened the curriculum without lowering the grade of instruction; and when he died, Phillips Academy, mainly through his influence, was a more virile and substantial institution than it had ever been before. All this he accomplished quietly, without drawing attention to his part in the transformation. . . . It must be added, also, that he was always, even when severely tried, a courteous gentleman; that he governed firmly, but with justice and with comprehension of boy motives and temptations; and that under him young men met with fair play without losing the benefits which are bound to result from strict discipline wisely administered. . . . Like all the great Principals, he was occupied largely with moral issues. The growing plant, the new dormitories, the increased prosperity were all desirable only in so far as they contributed to intellectual and religious ends." [1]

JOHN MEIGS

Headmaster of the Hill School, 1876–1911

John Meigs was born in Pottstown, Pa., August 31, 1852, in one of the buildings of a private school estab-

[1] Fuess, *An Old New England School,* Boston, 1917, pp. 335–336.

lished by his father, Rev. Matthew Meigs, in 1851. He was graduated from Lafayette College in 1871, and one year later was appointed Assistant Professor in the same institution, where he taught till 1876, obtaining during this period his Doctor's degree. On account of the failing health of his father and the consequent falling away of the school in numbers, Dr. Meigs gave up his professorship at Lafayette, and in 1876, at the age of twenty-four, assumed the charge of the school, which was almost the only support of his father's family. The school was in debt, the plant was inadequate, the patronage small, and the prospect disheartening. He was headmaster of the school until his death in 1911, a period of thirty-five years, and under his guidance the school grew from an enrollment of ten to a school of nearly four hundred.

The following quotations are from an article, " John Meigs," by Howard Bement, in *American Youth* for April, 1912:

" His ambitions, moreover, all tended toward the field of academic activity, and in this field he early displayed talents for instruction, coupled with a driving personal force, which made him at once an inspiring teacher and a tireless and always to be feared drill-master. No student ever slumbered in his classes. The man who went to the recitation with lesson well prepared was lifted up and swept along on the resistless current of his rapid-fire methods; while the ill-starred loafer looked forward to the period with dread, and realized during the recitation more of actual horror than he could possibly have conceived in the anticipation of what was to come. If nature had endowed

him with no ambition to learn, fear of John Meigs soon supplied the defect. . . .

"He was as tender as a mother; he was as stern as an outraged father. With a boy's real troubles he could be as sympathetic as proverbial motherhood; against a boy's characteristic badness he could strike with a mailed fist. Never was a man more impatient than he with half-hearted application, desultory effort, flabby spiritual fiber, or moral cowardice. His anger, when face to face with these, blazed red; and the frown of his disapproval darkened the boy's whole landscape as the blackness of some Ætna in eruption. To be summoned to 'The Study' always meant something, and, as the boy responded, his heart-searchings were invariably deep. He never quite knew what to expect, unless his dereliction were clear. Then he knew. If he were really in doubt, however, he never could foretell the state of the weather that awaited him. He might be summoned to hear words of encouragement, of which Dr. Meigs' multifarious sources of information told him the boy stood sorely in need. He might have to listen to words of cheer and hope that meant new life and new purpose. On the other hand, he might receive a veritable thunderstorm of rebuke and censure, equally productive of new resolutions. But whatever came to him, the boy invariably left 'The Study' with love and fear still blended in his heart, and with the calming sense that justice had been done. . . .

"When he first took the struggling boarding school his father turned over to him, and when a strong and influential clientele was sadly needed, there was entered at the school the son of a man high in the nation's official life. Here was a good reference at a time when one was needed . . . but John Meigs had the courage to dismiss this boy during his first term at the school, and for a reason with which a man of less courage would have temporized. He had a well-defined theory, even in those early days, about

the presence of boys in his school who were not amenable to the school's purposes and ideals. Boys not amenable were dismissed with a suddenness sometimes startling. . . . John Meigs believed that no bad boy should be kept when there was any possibility of that boy's doing the school any harm. He viewed as sacred the charge committed to him by trusting parents, and could never be brought to see that he had any right even remotely to subject their sons to the dangers of bad companionship. . . .

" To keep the boys busy, whether at work or at play, was a cardinal principle with John Meigs. He permitted loafing neither in the schoolroom nor on the athletic field. Since ' Satan finds some mischief still for idle hands to do,' the hands, the hearts, and the heads must never be idle. So it was that a Hill boy's day came to be crowded full. Every hour brought its appointment that must be kept. Tardiness was a sin; inattention and laxness of effort were almost unpardonable. Excuses were minimized; individual responsibility was maximized.

" The result of such a moral and intellectual regimen was two-fold, as John Meigs foresaw. Not only did it serve the immediate purpose of the school, to get its boys into college with few or no conditions, but it molded the school's great by-product, character. The return of a comparatively clean sheet when reports of the college entrance examinations came in did not satisfy the Head Master. He wanted to know what, in terms of life, he had made of the boy, the dull boy equally with the bright one. He wanted to know how straight the boy stood up against the moral back-bone he had attempted to supply him. He wanted in the most real sense to be a ' maker of men.' Moral failures of his boys, in college or after, almost broke his heart. To minimize these failures he kept in touch, by correspondence and otherwise, with an innumerable company of Hill graduates. Hundreds, perhaps thousands, are the letters written in his own hand, still preserved by old Hill fellows. . . .

"Does it seem anomalous to some of us that this vigorous schoolmaster, this hard-headed business administrator and financier, should be a man of prayer? If so, is not the reason that we are too prone to *speak* of our religion as virile and manly, and *think* of it as puerile and ineffective when we come to test it? He came to think of his religion as the source of all that was vigorous and real; and the early morning of each day found him alone in his study, Bible before him, that he might draw strength for the day from that boundless store which only reading of the Scriptures and prayer can open."

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