

Educational Department.

A Talk to Young Students.

In all great undertakings, in martial, political or social life, there must be leaders to plan campaigns, organize parties, etc., but as essential—certainly as honorable—may be those who execute what another designs.

If, while in the school room we fill the teacher's position, it is our right to expect and command the courtesy, obedience and esteem of our pupils; to receive pleasantly and politely all acts of kindness dictated by generous hearts and performed by willing hands, and to brook no insolent word, act or look.

On the other hand, ours may be the pupil's place. Then ours the privilege to proffer respect and love toward him who rules over us. Nor does this detract from our own dignity, nor make us one whit less ladies and gentlemen.

Just here some normals fail to "Render unto Caesar the things which are Caesar's," saying within ourselves, "We are not school children to be hampered by rules; we, ourselves, are teachers."

While in the school room in the capacity of learners, we are pupils. As for the rules, there can be no complete system without them, and to wilfully violate or utterly ignore these, shows a want of good breeding.

"Custom makes many laws." In a political convention the speakers rise when called upon, or when they address the chairman or the "august body."

In a prayer meeting the members rise if only to speak a few words of cheer, or relate their "experience." Yet some ladies and gentlemen (?) I have seen who growled and straightened themselves with apparent effort when called upon to recite, and, let me whisper it softly, some sat still and talked to their professor away across the room.

They should have heard our stern Institute conductor thunder in appalling tone, "Please stand when you talk to me, sir."

Why, if my professor were only twenty, and his beard as yet a downy shadow, and I fifty, with hair as gray as a badger, if he were capable of imparting the knowledge sought, I would sit under his teaching as humbly as attentively, would heed his wishes as implicit-

ly, as if he were ancient as well as honorable.

Did you ever try to talk to a class of little ones when Kitty was twirling a pencil, Bess folding a paper, Johnnie looking out of the window, and Grace, with both elbows resting on the desk, in a brown study?

And did you feel like rushing among them and shaking the inattentive into position?

If you have experienced this you will certainly be too honorable, too courteous, by your listlessness and inattention to dampen your teacher's enthusiasm, spoil your own recitation and his attempt to interest you.

"Oh, dear me," yawns a student, "I have heard that explanation hundreds of times." So she picks up a pencil and lazily scribbles, glancing every five minutes at the clock to see if "time's up."

Is this ladylike? Is not a respectful hearing due her teacher? Would she treat in so rude a manner any other gentleman conversing with her?

A normal classmate said to me: "During this whole year I have never once felt my obligation as a pupil."

What a pity! for the relations of master and pupil are of the strongest, holiest, and most lasting.

The responsibility and a certain sense of appropriation of the one growing into a tender, protecting love, while the homage of heart and hand rendered by the other, the looking up to one mentally higher than we, growing into a filial devotion.

Were I to-day left homeless and penniless, I should still be rich in the sincere love of hearts that I know have been mine for many years. Proof of which I have in precious letters from absent dear ones who long ago have outgrown the school room, yet to me are still "my children."

Since my early girlhood I have "swayed the scepter," and before I had reached the dignity of long dresses how I used to sigh for a romp on the play ground with my girls and boys. They could swing, climb and run, while I, no older than some of them, must "preach decorum."

It is needless to say I have enjoyed throwing aside the teacher's cares, and for one brief delightful year being a school girl again. Leaving the training to other hands,

Mine not to reason why,
Mine but to do or die,
Simply obeying.

And remembering how a bit of politeness once won for me a great favor,—an honored judge turning aside from official business to say to me, "Because you have asked in such a nice style, even if it were a little wrong I would unhesitatingly say yes." I have strewed my "please sirs" and "thank you ma'ns" thickly along the school highway.

As frankincense and myrrh are the little amenities, which like a rare perfume sweeten the social atmosphere, and let us not forget the "pure gold," but bring to our master the best material of heart and brain, and then yield to his skilled hand. A willing service is what we owe our teachers, parents and employers.

I wish my little boys and girls to learn that a good student is a lady or gentleman, and vice versa, a true lady or gentleman will make a good student.

That rudeness or disobedience is as inadmissible in the school room as in the drawing room. That one who would stoop to petty deceptions in order to "raise his grade," or show by face or manner, annoyance when bidden to do a thing, is as contemptible as the clerk who filches from his employer, or ungraciously throws the goods on the counter with a bang that seems to say, "What a nuisance it is to wait on people!"

All through life we must learn to give up our will to other people's wishes. "In honor preferring one another." And he is the noblest who learns to do this graciously and cheerfully.

"To fight by day, to war by night,
To plot and plan to hold and keep,
Your lily soul in garments white,
Amid base things that crawl and creep.

To walk unstained in every place,
With God's great glory on your face."

—ROSE-OF TANGLEWOOD, in *Journal of Education*.

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