

ADDRESS

BY

L. F. Monch,

Before the Territorial Teachers' Association, Salt Lake City, October 2nd, 1873.

The pecuniary rewards of the teacher have formed a problem of difficult solution in all newly settled countries. We find in the colonization of our own country, that, although the first object of our colonists was to establish a common school system, thoroughly competent instructors were difficult to be obtained, in consequence of the low rate of tuition. Utah, hence, is no exception to the general rule. The indefatigable efforts, however, of our predecessors, crowned with the rewards exhibited at the present day in the excellent institutions that are acting as beacons to the growing minds, and objects of admiration to those whose minds have been molded within their walls, should act as a stimulus to us in the all important cause. We have, however, not only the efforts of our forefathers to cheer us, but the fruits of our own exertion, sown only a few years back, are already shooting their leaflets above the soil, and smile upon the husbandman. Where is the wide-awake teacher or liver of learning that is not seeing the steady progress in the art. The log cabin school house with its rude benches, is steadily passing into insignificance, while the rock and brick building, with the most approved furniture and beautiful architectural shape, is marking its ancient site. The same is true among the teachers. Before the introduction of co-operation in this Territory, good teachers were few and far between, and a teachers' association was utterly out of season. In my mind, it is to this excellent institution that much of the progress that has been made in times past, or will be made in times to come, is due. It is this institution, the Teachers' Association, that must bring about the required result. Hence the more we foster it and strengthen it by giving it our liberal support, the sooner the end will be gained. Much has already been done, for its voice has been heard in every part of the Territory, and has brought members from St. George in the south and Bear Lake in the north. And having met together as a united body of teachers, whose object would be the promotion of the cause of education, and the strengthening of the band of fellowship, so as to retain such in the circle whose names would command respect in our community, and whose profundity of learning and ability to polish the growing mind, could not be purchased with the salary of a common dry-goods clerk, the question naturally presents itself, What shall be our duty and for what have we met together? Many important questions have been discussed, among which has been "The Reward of the Teacher."

I trust that the good people will pardon us for thus early considering this question. It is natural for animated creatures to first seek for nourishment. The first instinct of life, from the young of the brute creation to the little new-born babe, is nourishment for its system. Societies are organized, all over the world, whose object is, the regulation of the salary of its members. And that grand co-operative system of our Territory, the admiration and wonder of all acquainted with it, has one grand object in view—the accumulation of wealth for its constituents.

But this is not nor has it been our sole object. Where is the teacher in this Territory that has become wealthy through teaching school? Those qualified for the position have almost invariably left it for a more lucrative one, and none, but those who can get nothing else to do because of incompetency, and those, having qualified themselves for the office, imagine they can see in the distant horizon a faint glimmer of the dawn of a brighter day, are left to carry on the "delightful task to rear the tender mind." This future hope, combined with a love for the profession, and mixed with conscientious scruples to pursue that task for which nature has seemingly designed us, has called us together on this occasion, to interchange our views on different topics, and learn and profit by each other's experiences; and it is only with this desire, that I appear before this

honorable assembly to present my views upon

THE REWARDS OF THE TEACHER.

Before doing so, however, I claim your clemency in criticisms, as I shall not be able to do justice to so lengthy a subject in thoroughly elucidating the various points that might be brought to bear upon it in one short address.

The first question that presents itself to the mind in the consideration of the subject under discussion is, Who are the proper persons to effect this change, and can we make regulations to suit the different conditions of the people and the various persons (good, bad, and indifferent) employed in the profession? We are well aware that there are many persons engaged in it who merely adopt it for a makeshift, and persons who would not, under any circumstances, attend a teachers' association. Persons of this class, and others, who desert manual labor with the object of making the schoolroom their couch of ease, and have not given, nor are willing to give, their brain-work and time to acquire proficiency, make generally the loudest cry over low tuition, and would be the first to avail themselves of the increase. Every dollar paid to such individuals is so much money thrown away, for when the teacher of proper qualifications is introduced in the district where the incompetent has been holding forth, more time is required to correct the erroneous principles inculcated, than would be demanded to take a child without any learning over the same ground. Children know that the two teachers differ from each other, but it requires time for themselves to prove (unless they have been previously aware, by certificates of qualifications, or known reputation of one of them) which one to give credit as the proper authority. This fault has been attributed to parents, but in my mind recoils upon our own shoulders. It is an old saying, "The Lord helps those that help themselves," and very applicable in our case. We have never, until lately, asserted our rights. We cannot expect the people to lead us in the cause of education. It is not their province. They have entrusted that in our hands and they look to us for the best result. The farmer depends upon the manufacturer for the clothes he intends to wear to meeting on Sunday. 'Tis true, he can go in the rough material prepared by the faithful housewife, but a suit from the place where making cloth is made a profession, commands more respect, and puts on the finishing touch of the inner feelings to appear acceptably in the house of God. So he depends upon the teacher to implant superior intelligence in the mind of the rough material, which he has prepared for him, to mold and plan for his future destiny; and like the fine cloth, he can partly manufacture it himself and make a rough material out of it, or he can do without it entirely, but education refines him and fits him for the honorable positions of life. Moreover, knowledge exhibited in him, reflects credit upon the author. The people realize that the children form the looking-glasses, wherein their images are reflected. It is a common saying, "I have no education, but I do not wish my children to suffer from it, as I have; I want them to be educated." This spirit is increasing in our Territory, and there is no place where a teacher can find more steady employment. Neither is there a place where good teachers are any more respected. If there is such a person in any part of the Territory, his name is heralded with lightning speed to every settlement; complying to some extent with remarks of Madam Sigourney, "Teachers should be held in the highest honor. They are the allies of legislators; they have agency in the prevention of crime; they aid in regulating the atmosphere, whose innocent action and pressure cause the life-blood to circulate and to return, pure and healthful, to the heart of the nation."

Let them know that we are wide-awake in the cause we have espoused, and that our object is to produce a race of beings superior to the present, and that money is not our ulterior motive, and they will cheerfully lend us their support. Let the voice of this Association be echoed from the pulpit and the press; for the amelioration and aggrandizement of mankind; let them know that our mission is to impart truth for error, and that we are philanthropists and the human fam-

ily, and not their savings banks; let us be united in our Association in all measures pertaining to its advancement. Show to the world that we have something superior, and there will be no trouble in gaining its acknowledgment. A good article always finds patrons, and generally its proper reward.

I shall not attempt to answer the question propounded, but shall leave it to wiser heads to answer. I see thousands of obstacles arising in attempting to do so now. Our only alternative, in my mind, is to work on silently, but as effectually in removing objects as the little grain of sand, that gives way to the gravel, the gravel to the cobblestone, the cobblestone to the boulder, until finally the avalanche rushes down from its stupendous height and carries everything before it.

THE COMPETENT AND THE INCOMPETENT TEACHER.

The competent teacher need not fear the low rates of tuition of the incompetent. Experience has taught the people, that a good article is always worth the most, and they are generally ready to exchange for the better with a liberal reward. There is scarcely a week but applications are made to me for competent instructors, with the complaint, "We can get plenty of teachers, but none that have properly qualified themselves for the position, and in whose hands we can implicitly trust our children." Let the person of good qualifications pave his way, by obtaining credentials from the proper authority, as it will aid him in inspiring confidence in his patrons, so essential to his success. Letters of introduction always have their weight; we ever associate kindred feelings with the stranger, recommended by a friend. Then, having provided himself with these preliminaries, and being confident of his abilities, let him manfully stand up for his rights, and claim proper remuneration for his labors, and in most instances the people will form a better opinion of him for it.

It is a common complaint among teachers, that they have taught for one or two or so many terms, but have not received their pay. The experience I have had in collecting tuition precludes such remarks from my source, and induces me to offer a few words or ideas upon

COLLECTING TUITION.

First.—The teacher should avail himself of the printer's ink, if there is a paper published in the place where he is engaged; not only for his own personal benefit, but it is absolutely his duty to sustain every literary effort; by so doing he sustains a kindred institution of his, and shows to the people that he is not afraid to have himself known. The few dollars expended in getting up bill-heads, advertising, and making the regulations of his school generally known, through publication, will be amply rewarded. The amount expended in the institution I have been conducting, for advertising, monthly reports, school-regulations, and invitations, has amounted to nearly \$75.00 during the past year; and I am confident it has been doubly realized. A bill head properly filled out, and sent to the parent by the child, commands more respect than the time-worn process of teaching three months and collecting pay during the next three. People will discover that you are conducting your institution upon a business basis, which will help to allay the prejudice of business men against teachers—that they are too theoretical in their instructions, and not practical. The teacher that attends to his own duties in a practical manner, is liable to embody that in his instructions.

Second.—The teacher should be judicious in regulating the time of payment. The old method of collecting when the quarter is ended is, I am confident, a pernicious one, as it leaves the teacher entirely at the mercy of the people, while the new method of making it all in advance has also its disadvantages. The objections against payments in advance are generally in all our commercial intercourse the returns are made for value received; when we engage a clerk, a mechanic or a farm hand, we pay after the work is done; why should we pay you in advance? My answer is, the man that engages a working hand is generally with him, and knows when he is doing his duty; if he does not do his duty, he can discharge him at once; but if he does, the employee sees the compensa-

tion for his investment daily, and hence is ready to promptly fill the agreement in paying the stipulated sum. With the teacher it is different. With him the people have a safeguard in the trustees and persons appointed to examine the applicant for the teacher's office, and if they do their duty, they will not allow the children in the hands of a person who does not pass an acceptable examination, and whose character is not well known. Again, the advancement made by the child, in learning, is like the development of intelligence from baby-hood to manhood, slow and gradual, almost imperceptible. Most parents never see the teacher, the guardian of their dearest treasure on earth, and if they did they would not know him; the idea of going to school, to see who the architect of their future ideal is, to become acquainted with him, and know if he is such a type of humanity in principles, as they would like their sons and daughters to become, is by most persons never brought into question. "Three months have passed away; I do not see any advancement, and I do not wish to pay for what I never received," is the common complaint. Hence, while this feeling exists nothing but payments in advance will justify the teacher. The regulations, however, I have adopted, are one half in advance, and half when the quarter is half expired. This keeps the matter fresh in the minds of the parents, and does not create an accumulation of an enormous sum with those, who have many children in attendance; while it also saves the parents from being ding-donged continually, which the monthly installment creates.

Third.—It is an unwise plan to continually keep harping upon the matter before your school. Show the children that you are doing your duty, then judiciously present the matter at the proper time, and in the proper manner, and you will find them the best paymasters. This reminds me of an anecdote that happened not long since with one little bright-eyed fellow of about seven years. The time of the payment of the second part of the term had arrived, and I announced it in the primary department. A week later, I met the father and son in a store. The little fellow no sooner perceived me enter the door, than he reminded his father of the pay as follows—"Father, here is my teacher, now will be a good time to settle my tuition." It is useless to say the pay was forthcoming. Another parent informed me that his son positively declined going to school, until he had paid him the tuition for the teacher. This beautifully illustrates the anecdote of the visitor in one of our western towns. For the benefit of those not acquainted with it, I will relate it. A gentleman had just stepped from the cars and in a jocular manner enquired of a person standing by his side who the governor was? To his surprise he was informed that the person addressed was the governor himself. On further inquiry, he learned the following facts—"Sir, I am the teacher of a large school; I govern the children; the children govern the parents; hence I am the true governor of the place." To continually inform every one you meet with, that you are not getting your pay, is also a poor policy; we naturally dislike a person who continually complains of hard times, and moreover it creates a suspicion, that you have not done your duty; for a person who does his duty manfully is generally rewarded.

Fourth.—Be liberal with the blessings art and science have lavished upon you. Dispense with your blessings freely, remembering that according to your liberality you will be rewarded. It is the teacher's duty to know that no child in his district shall be deprived of schooling because of inability to settle the tuition. Let him be merciful to the fatherless and orphans, remembering that there is a greater paymaster above, whose all-seeing eye is watching his good deeds, and will reward him in time of need. Moreover, the heart that beats under that ragged jacket flows as innocent blood and beats as honest a pulse as that under silk; the mind grasps and thirsts as eagerly for knowledge as that of the pampered sons of wealth, and when years have passed away and that honest heart, like a Franklin of old, has become, perhaps, the admiration of a world, with what pride you can look upon the image molded by yourselves.

Lastly.—The good teacher has a

grand object in view than the mere accumulation of wealth. He is blessed in a thousand ways, and his life has its path strewn with roses.

"If he but fashion it aright,
'Tis ever new, 'tis ever bright."

There is no place where the teacher can drink so deeply from the cup of felicity as from

"The schoolroom bright and cheery,
Where happy scholars meet,
With a love that ne'er grows weary,
And makes life's burden sweet."

The child, coming through the schoolroom door, with his face wreathed in smiles as he bids me a good morning, while his eye kindles with delight as he hands me the choicest apple he has obtained especially for me, or a beautiful bouquet to adorn my desk, awakens thoughts within me which language fails to portray. These little hearts that perhaps send up their innocent prayers in our behalf, in the silent chamber of the night; these beings yet pure from the hands of our Creator, are left for us to mold as governors of the universal or tenants of the murderer's cell. Often have I watched that wretched crew, the chain gang, upon the Broadway, and wondered to myself, who is to blame for their disgraceful position? Will some of these little ones left in my charge and so dear to me, come to such an end, and, perhaps, some day furnish another example, for the following lines:

An artist wished to paint a face,
The symbol of innocence and joy;
He chose a child for his ideal,
And drew the likeness of a boy.

Long years passed on. The artist now,
A gray old man, one picture more
Desired to paint, and call it guilt,
A contrast to the child of yore.

He went into the dungeon dark,
Its cold walls damp with slime,
And saw a wretched man chained there,
Condemned to death for crime.

Beside the first he placed the last;
And, when he learned the prisoner's name,
He found the innocent, laughing child
And wretched man was but the same.

Time alone can unravel that mystery. There is however, one satisfaction in knowing, that however far some of these hearts may go astray, whether the end finds them upon the scaffold or in the presidential chair, the good seeds we have planted in their bosoms are never forgotten, and only call forth blessings upon our heads, from the lips of the fortunate or unfortunate. With what fondness memory recalls the scenes of childhood; and in all our wanderings among the mazy bowers of youth, what being is there, around whom cluster so many fond remembrances, or who towers so majestically above all the comrades and friends of the past, as that of "my old teacher?" Let us then cheerfully pursue our course, remembering that our reward extends beyond the glittering dust of the earth.

WESTERN NOTES.

The San Francisco Factory, destroyed by fire a few months ago, has been rebuilt.

Patrick Quinlan, says the San Francisco *A'ta*, who made a frantic effort to deprive Mrs. Ann Brodigan of her only weapon of defense by shooting her in the jaw, will be examined on the charge of assault to murder.

Myron Green, Deputy United States Fish Commissioner, passed through the city yesterday, en route from the camp on McCloud river to the east, with 400,000 salmon eggs. There are still about that number left at the camp, in charge of Woodbury, who will forward them eastward in a short time.—*Sacramento Union*, Oct. 9.

During the month of September there were 303 deaths in San Francisco; 193 of males and 110 of females. There were also 16 stillborn infants; 119 decedents were under five years of age, three from seventy to eighty and one over eighty; 139 were natives of the Pacific Coast, 36 of the other States and 132 from foreign countries, 32 being Chinese; 42 died in the public institutions, 14 were the victims of casualties and 3 committed suicide; 45 died of phthisis, 22 of scarlatina, 11 of inflammation of the brain, 11 of pneumonia, 10 of enteritis, 10 of infantile convulsions, 21 of mania, 9 of apoplexy and 6 of small-pox.