

A CLOSE, HARD MAN.

A hard, close man was Solomon Ray,
Nothing of value he gave away;
He hoarded and saved;
He pinched and shaved;
And the more he had the more he craved.

The hard-earned dollars he toiled to gain
Brought him little but care and pain;
For little he spent,
And all he lent

He made it bring him twenty per cent.

Such was the life of Solomon Ray.
The years went by, and his hair grew gray;
His cheeks grew thin,
And his soul within

Grew hard as the dollars he worked to win.

But he died one day, as all men must,

For life is fleeting, and man but dust.

The heirs were gay

That laid him away,

And that was the end of Solomon Ray.

They quarreled now, who had little cared

For Solomon Ray while his life was spared.

His lands were sold,

And his hard-earned gold

All went to the lawyers, I am told.

Yet men will cheat and pinch and save,

Nor carry their treasures beyond the grave.

All their gold some day

Will melt away

Like the selfish savings of Solomon Ray.

NEWS NOTES.

It is said that there are 57 women editing newspapers in this country.

This last was a mild winter in Iceland.

"A million persons are out of work in the country." More are out at the elbows.

The May-day snowstorm in Michigan was as fierce as any during the winter.

Scott (Vt.) farmers are making hay out of their frost-bitten wheat.

The New York *Sun* suggests that Beecher could not choose a better or more timely subject for a sermon than gush and mush.

"Editing a Mississippi paper," remarks a western editor, "means buckshot after the first month and a funeral after the second."

A pretty clear case of premature burial has been disclosed at Indianapolis, there being evidences of a struggle in the coffin.

A member of the Baltimore City Council has offered an ordinance to prohibit hucksters from ringing doorbells.

A Greenville (S. C.) letter says that people there seldom go out at night, and when they do, go armed, for fear of banditti.

The late General Shiras, U. S. A., was a physical curiosity, in that he never developed any teeth. Only to think of a man living all his life without cutting his eye teeth.

Sheepshearers in Merced County, Cal., charge seven cents a fleece and make seven dollars a day. Still they are not happy, and they want eight cents.

It is suggested that for purposes of identification (of criminals), it is only necessary to get a distinct photograph of the palm of one hand, taken in a strong oblique light, so as to bring out the marking strongly. This will be found a map, it is said, never alike in two persons; no disguise short of actual disfigurement will do away with the difference.

There seems to be some need for the censure by some of the papers of the growing tendency to extravagance of dress in school children, by which a spirit of caste in clothes has been introduced into the school rooms. The thing has gone on until children whose parents can at best afford them but very plain dressing, which is always most proper, are made to feel an inferiority altogether out of place in our public school system, which is professedly based on equality.—*Washington Star*.

Vice-President Wilson fears the negro is not sufficiently cared for and that his condition must be improved, whereupon the N. Y. *Times* exclaims: "What! improved again? A great deal of money and some blood have been already expended on these 'improvements,' and, as in the case of a man who is altering his house, we should be glad to know when the job is likely to be finished. Is it not almost time to think about the desirability of improving the condition of the white man? He may be inferior to the black, but still he is a human being."

AN ADDRESS.

Delivered before the Salt Lake County Teachers' Association, by O. H. RIGGS, Ter. Supt. of Common Schools, on Saturday, May 8th, 1875, in the 19th Ward, Salt Lake City.

The Science of Pedagogy is supposed to rest upon a thorough knowledge of the human faculties, and adapting the training of each to its needs and capabilities. It is maintained that, as the mathematician can calculate with unerring certainty on the results of his reasoning, and the chemist can combine his elements with an unflinching confidence in the product which will come from them, so the teacher, when he has examined and knows the mental condition of a pupil, can, without difficulty, prescribe the course necessary to be pursued with him to secure the wished for results.

It seems to be definitely settled in the minds of our educational theorists, that the mind of the child is an independent, living intelligence, susceptible of growth and capable of originating thought. There seem to be two periods in the development of the mind which are sufficiently distinct to be marked, but which are not capable of being entirely separated from each other.

The perceptive faculties and consciousness first set the mind into operation, and by them we acquire a knowledge of the qualities of matter and the energies of mind, the only kinds of knowledge which these two faculties reveal. But intimately associated with these, and apparently stimulated into action by them, are suggested ideas of space, time, cause, and effect, and the results of reason, reflection and generalization. But every one who is acquainted with the minds of children, knows that these latter knowledges are not grappled with, and mastered, till the mind has attained a considerable degree of maturity, and that it must acquire extended experience of the world around, and the realm within, preparatory to entering upon the investigation of these ideas.

During the first point of development, the perceptive faculties and consciousness are much more active and acute than at a subsequent stage, indicating that nature designed this to be the period during which these faculties should be most carefully educated.

At a later period the reflective faculties become more active, and the susceptibility for perceptions more sluggish. Hence the old man can depict the events of early life much more vividly than he can what has transpired in later years. During the first period the knowledge we acquire consists principally of facts, at a later period of principles, facts being retained only as they are referred to principles. By the first set of faculties we are gathering the material which the second will at a later period use. During the first we sow the seed, during the second we reap the harvest, and we naturally conclude that the fruits of the harvest will be in ratio to the care and culture bestowed at seed time.

Object lessons should be taught in every primary school, because they quicken the perceptions of the child; they wake up his drowsy senses, and attract his attention. The dumb and senseless methods of primary teaching which formerly prevailed, have too long disgraced the schools throughout the land. The fossils embedded in the rocks of Scotland, and scattered along the chalky shores of England, were more intelligent and inspiring teachers to the soul of Hugh Miller, than were these schoolmasters who crammed his mind with dry formulas, and, to him, senseless jargon. Let children be taught the concrete during the first years of school life. They should have some mental aliment that they can relish, some material for thought that they can comprehend. Let us give them the kind of knowledge that they naturally crave, and which they will receive with exceeding joy.

With this introduction upon the nature of the human mind that we have to educate, I shall proceed to consider some of the more important qualifications required of the teacher in the discharge of his duties. As a teacher, I have learned the value of repetition, and you have an opportunity of displaying that quality of patience, with which your vocation, if not your

native character, is supposed to invest you.

The first in order of the qualifications necessary for the teacher, and hence only the first in importance, is a thorough and critical knowledge of the subjects to be taught. Not more necessary to the merchant about to embark in trade is his capital, nor the building materials to the mechanic who sets to work erecting some imposing structure. No amount of skill or even genius on the part of the instructor can at all compensate for the want of a thorough and intimate acquaintance with his subject. Nor is this the truism which at first it appears. How often do we see persons offer themselves to give instruction in a branch of learning simply because they have at some period studied it at school,—to teach grammar, for instance, on a stock of scholarship which enables them to parse the most simple sentences after some study, or to teach arithmetic, when perhaps they can give the solution of an example only after laborious effort and time consumed. Very different is the kind of acquaintance required by the teacher. He must know subjects, and not books only. He must be able to present them in their different relations, to meet all difficulties that may be raised and solve all doubts that may be suggested. It is within the experience of many of us, perhaps, what a wide difference there is between the kind of knowledge of a subject demanded for the teacher and that which will pass muster in the learner, and how often we have been compelled to relearn subjects with which we considered ourselves sufficiently acquainted. And this knowledge must be not only thorough and complete, but familiar, so much so as not to demand the whole of his attention in its exposition or elucidation. It is but seldom that the teacher can give himself up entirely to the simple matter in hand. An eye must be kept upon the class, wandering thoughts recalled, disorder noticed and repressed, or questions asked and answered; or sometimes even the quiet of a large hall with many restless boys is to be maintained at the same time that the class instruction is going on. If there be not then a kind of intuitive knowledge of the subject, some part of his duties will go unperformed, mistakes will pass unnoticed, slovenly recitations be encouraged, or sometimes even, at an unexpected juncture, the instructor's learning be found at fault. Therefore it is that faithful teachers, whose acquirements are varied, and whose scholarship is accurate and profound, are frequently in the habit of making some previous preparation even in lessons with which they feel themselves very familiar. For the reasons just suggested and for others which will readily suggest themselves, the text-book can receive but a small part of the instructor's attention. Mr. Horace Mann tells in one of his "Reports on Education" that during a very extensive tour of observation through many of the best schools of Scotland and the Continent, he never saw a teacher seated while engaged with his class, nor one with his text book in his hand. Yet he must know the subject of the lesson not only as it presents itself to his mind, but exactly as it is treated in the book, in order to shape intelligently his questions, estimate the value of the answers, and know what to supply, to explain, or to amend.

But there is a much higher ground for the value of special study and general self-culture on the part of the teacher. It cannot be too strongly impressed upon our consciousness, that as soon as we cease to learn we cease to teach successfully. Education has been termed a dynamical and not a mechanical process. The forces must be active and in motion. That mind may act upon mind there must be growth and vital activity in the one as in the other. And so the teacher who rests satisfied with the present state of his knowledge, nor seeks by study constantly to enlarge its boundaries, gives to his pupils to drink from a stagnant, fetid pool, that would repel the most ardent, instead of that Pierian fount, whose copious and refreshing streams will allure the most careless and indifferent.

fountain sealed up in a rock, or a light hid under a bushel; and this brings us to the second of the qualifications which go to make up the good teacher, aptness to teach.

It was a remark of Lord Bacon, that the art of well delivering the knowledge which we possess is among the secrets left to be discovered by future generations. And from another source we are informed, that there is, perhaps, no mistake so fatal to the proper education and training of youth, as the practical error of imagining that because a man possesses knowledge, therefore he will be able to communicate it. The knowledge of a Newton or a Bacon would avail little without a proper mode of communication. Aptness to teach includes a great variety of details which defy enumeration. It involves the power to stimulate the interest and awaken the curiosity of the scholar; for, to teach one who has no curiosity to learn, is like sowing a field without first plowing it. It involves all the methods and processes of education—the power of invention to apply particular remedies in unlooked for emergencies. The possession of this faculty in a higher or lower degree, constitutes mainly the great difference in teachers. In some it seems to be born—a gift of nature or an inspiration, and such may be truly said to have a genius for teaching, while others acquire it but painfully and slowly, after frequent failures and great discouragements. Yet which of us can claim to possess it in perfect measure? We have this satisfaction of knowing that every true teacher is susceptible and can improve. How is this all-important quality to be obtained? Some may say by experience, planting themselves upon the venerable but very questionable maxim, that experience is the best teacher. It is certainly the most costly, and few can afford to pay for it. But there is a kind of experience, more valuable and much less costly, of which we can enjoy the benefit—it is the experience of others. The destined general begins his experience as a subaltern, and laboriously studies the rules of military science, which is only the systematized experience of former ages, under another guidance, and thus slowly rises from post to post, before he is entrusted with an independent command. In our profession, the young teacher should seek laboriously and eagerly to make himself acquainted with the recorded experience of those who have gone before him, who in times remote or in times recent have left for our guidance and instruction the fruits of their labors and observation in dealing with the hearts and minds of youth.

This constitutes that science of education, the study of which in some countries has as well defined a place in the preparation of a teacher for his work, as the acquisition of a knowledge of the subjects which he proposes to teach. Thus in Prussia and other states of Europe, not only is a standard of scholarship, equal at least to that aimed at in the schools, prescribed by law for all those who aspire to employment as teachers, but for nearly a century there have been pedagogic seminaries for their training, where theory and practice are judiciously blended in preparing the neophyte for the higher services of the temple. We are well aware that the necessity for a normal school for such special preparation in knowledge and methods, and continued efforts at self and professional improvement, is paramount to advance the educational interests of our Territory.

The third of the qualifications, as entering into the composition of a good teacher, is tact in the government of the young. Although this quality is entirely distinct from those already mentioned, yet, without it, in some considerable degree, they will be rendered of no avail. It is also that quality most difficult to be acquired and least often possessed as a native gift. The lack of it causes most of the teacher's troubles and annoyances, and constitutes the rock upon which his professional prospects oftenest go to wreck, and it is that in which real genius has the fullest range and works the most striking results. It defies analysis, it consists sometimes in a look, sometimes in the tone of the voice, always in the knowledge and power to apply the remedy needed by the case in hand. "The proper study of mankind is man," the most perplexing one, no doubt, is

boys; but perplexing as it may be, it must yet be entered upon and prosecuted with zeal and care. He must know not only the boy nature in the abstract, but in the concrete as well, and especially those specimens of it which are in his charge and keeping—ofttimes as numerous in their variety as are the individuals. He must have, either natural or acquired, a genuine sympathy with the young—if possible he must learn to love them. No human being, it has been remarked, ever exercised any enduring influence on another without some bond of sympathy existing between them. But it must be genuine. No shams will answer here. Grown persons may be deceived by professions, children never.

The last of the qualifications demanded for the work of the teacher, which I shall briefly notice, is, professional enthusiasm. It is true that enthusiasm in the pursuit of any object is the best security for its attainment. The operative in mind, unlike the operative in matter, needs the active co-operation of the materials upon which he works. What can awaken the enthusiasm of the learner, except the enthusiasm of the teacher? What mind ever caught an inspiration from that which felt none, or was ever lighted up or warmed by that which was dark and cold? It has been said by a high authority, that the educator of youth should be animated in his employment by pure love to his race, and nothing else. He that devotes himself to the business of education from any other motive than that of developing his pupil's understanding for the apprehension and appreciation of all that is excellent and desirable within the compass of human knowledge, and of cultivating his heart for the love of virtue, the love of God and man, is destitute of the spirit that ought to actuate all who would educate the young, an office second to none that can be confided to the faithfulness of man. However much we may all lament the impossibility of securing conformity to so lofty a standard of motive, yet we cannot, without a feeling of indignation, reflect upon the contempt which our profession has often reaped from the mistakes and failures of those who enter it without spirit or preparation for the work, and abandon it without regret.

Let every teacher who is interested in the mental, moral, and physical education of Utah's children, use his moral influence to have established, as soon as possible, a normal school, for the manufacture of our own home teachers, for those who are identified with the general interests of the Territory would doubtless labor with greater zeal in the educational department than the transient element which we are now almost compelled to employ, in many instances, in consequence of the lack of qualified home talent.

The Tables Turned on the Rascally Carpet-Baggers.

Many of the Arkansas carpet-baggers are packing up their traps ready for removal. Evil times have come upon them at last, and at last have many of their sins found them out. It is the hour when the original elements of scoundrelism in the State are about to be resolved again into the energies that crowd convenient jails, and the practices that make commodious penitentiaries glad. It is the hour when those who have been judges go back to putting their hands in other people's pockets, and when those who have been law-makers and magistrates, take up again the old time and abandoned occupation of foot-pads and highwaymen. It is the time when alien senators put on sackcloth and ashes, and roystering fellows of the Red Legs and the Jayhawkers calculate solemnly to try the arid plains of Kansas once more, the alkali and the grasshoppers. The voices of Clayton and Dorsey, that once used to rise high in the marshalling of a class that knew only how to appropriate and divide, are now no longer heard in the land. McClure, the great poker player of the southwest, has held his last trump. The star that once adorned Brigadier General Cutterson's uniform has given place to the patched butternut wampum, or the hickory shirt. Brooks, his eagle eyes once fixed inexorably on the executive mansion, dropped suddenly into the Little Rock post