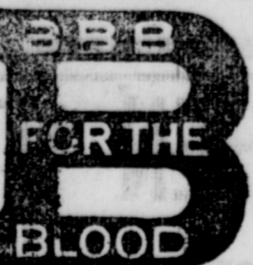


13 Running Sores.

Mr. Stephen Wescott, Freeport, N.S., gives the following experience with Burdock Blood Bitters.

"I was very much run down in health and employed our local physician who attended me three months; finally my leg broke out in running sores with fearful burning. I had thirteen running sores at one time from my knee to the top of my foot. All the medicine I took did me no good, so I threw it aside and tried B.B.B. When one-half the bottle was gone I noticed a change for the better and by the time I had finished two bottles my leg was perfectly healed and my health greatly improved."



"OUR SCHOOLS: FROM THE PARENTS' POINT OF VIEW."

A Paper Read Before the Carleton County Teachers' Institute, at Woodstock, December 20th, 1901.

[CONCLUDED.]

It is said "there is a well authenticated instance of a student who actually learned the six books of Euclid by heart though he could not tell the difference between an angle and a triangle." The parent expects his child to be taught and a concise and comprehensive definition of teaching is, to cause to learn, or causing another to learn. There can be no teaching without learning and these two always keep pace one with the other. Your teaching never goes beyond what is really learned. The teaching process ends where the learning process ends. It appears that originally in the English language the word learn was used in the twofold sense of teaching and learning. Thus Shakespeare makes his queen ask her court physician:

"Have I not been Thy pupil long? Hast thou not learned me how To make perfumes? distil? preserve?"

Webster says this use of learn is used by respectable writers, but is now deemed improper and inelegant. Language improves and there has come a subdivision of the twofold idea of the word learn and now the distinction between the objective and the subjective is indicated by the use of the term teaching for the one and learning for the other. A proper distinction is thus made between the two words yet we must not suppose there can be any teaching where there is no learning. Teaching is now as ever "learning another or causing another to learn."

The parent expects the teacher to be sagacious, to have "keenness of discernment, soundness of judgment" to study and understand his pupils as well as to have a thorough knowledge of what he is going to teach. Many a teacher of great learning has proved a signal failure because he has failed to understand the peculiar characteristics of his scholars. Children of the same family differ so much in their physical constitution, mental capacities, and moral temperament that they cannot all be successfully treated the same way. They cannot all be made to stand at their best by the same usage. For fifteen out of twenty boys ordinary teaching may be quite sufficient, but some sensitive natures and boys of real talent and discernment need a teacher whom they can, on close inspection, look up to as superior in something besides mere knowledge. Language and manners must not be lost sight of in the schoolroom. When a teacher has obtained the respect, esteem and reverence of his scholars, he has accomplished much towards bringing out their very best and stimulating them to increased exertion. A sensitive child will soon acquire a contempt for the information itself if it be given in an unbecoming manner. A teacher may understand the science of teaching and yet be deficient in the art of teaching through failing to understand the best way of approach to the youthful mind. Fear is good but not in every case, so with severity, indulgence, praise and blame. Unbecoming language expressive of ill-temper is never good, such as, "Sit down stupidity." "Stop talking or I'll shake you till your boots fly all over the room." Other examples we might give but we refrain. Locke says, "Sagacity finds out the intermediate ideas, to discover what connection there is in each link of the chain whereby the extremes are held together." The extremes in the schoolroom are the teacher and the scholar—the knowledge possessed by the one, the lack of knowledge in the other.

The parent expects the teacher to be painstaking. We mean by this, he shall be care-

Digestion Without a Stomach

The fact that people live and digest food after the stomach has been removed proves that the important part of digestion takes place in the intestines. Hence it comes that Dr. Chase's Kidney-Liver Pills are so wonderfully successful in curing chronic indigestion and dyspepsia. They act directly on the kidneys, liver and intestines, making them healthy active, and vigorous, and so insure perfect digestion and prompt removal of poisonous waste matter.

ful and conscientious. A moderate amount of work well done is better than a great amount poorly done. In all schools there are some who appear to be exceptionally dull, these will require from you special attention.

The parent expects the teacher to be patient. Perhaps there is no place where patience is tried as in the teacher during school hours. We deeply sympathize with our teachers in this regard. We speak of the patience of a mother who has from five to ten children around her at one time and we are apt to forget the patience required by the teacher who has from forty to fifty little ones about him. When four or five hands are going up every few minutes all through the day, each one with a request to teacher, it reminds us that if there be any place where the words of scripture may be well used it is here, "Let patience have her perfect work, that ye may be perfect and entire wanting nothing."

The parent expects the teacher to be persevering, to be persistent in the work he has undertaken. There are many discouragements. Worst of all there will come to you at times a mental weariness which only those who have experienced it can understand. Physical weariness finds rest and refreshment on the lounge or in the bed, but mental weariness finds for a time rest nowhere. Nevertheless you must not allow discouragements to overcome you, nothing but steady persevering effort will accomplish that which you desire, and the parent longs for. An eminent mother was persevering in teaching one of her children when her husband said, "I wonder at your patience, you have told that child twenty times the same thing." She replied, "Had I satisfied myself by mentioning the matter only nineteen times, I should have lost all my labor. You see it was the twentieth time that crowned the whole." Under such teaching difficulties will be overcome and soon the task will become easy, instructive and pleasant. Let me say to you, amid many discouragements, Persevere!

III. The Parents' Duties. It is the duty of parents to send their children to school, and by every means within reach to assist the teacher in their education. Just now I find myself under a decided disadvantage by not having the parents of Carleton County present to hear what I have to say. It has been a comparatively easy matter to reach the teachers but, how are the parents to be reached? I am satisfied they just as much need, as the good teachers of this Institute, to hear what I have to say.

One of the first things in order to success is regular attendance. This is a duty resting upon the parent. The teacher knows the disastrous consequences upon the scholar of irregular attendance, and also upon the entire school where irregular attendance becomes a habit. But whilst he knows all this and does all in his power to prevent it, yet this matter lies with the parents and unless they take enough interest in the education of their children to send them regularly to school there is left no room for them to complain of any want of success. What do we sometimes hear? "My young ones are not getting on very well at school, they don't seem to like this teacher, I send them pretty much all the time too." Irregularity is the sure way to non-success, it is bad for both scholar and teacher.

Next to regularity is punctuality. No child should be late for school when that lateness can in any way be avoided. Being late is often more a habit of mind than any necessary detention of the person. A child that is late in the morning is apt to be late all day. Late at school, late with lessons, late in obedience, late in attention, late in answering questions, a lateness runs through the whole being and deportment. Then to be late is a wrong to others. It calls off the attention of the teacher when it should be fixed on something else. It also arrests the attention of the whole school, every one for the time being looks at the late comers. There may be times when this cannot be avoided but we are speaking now of those who are more often late than on time and that chiefly through habit. It is not home duties, it is not distance, for often those that have most to do at home and live farthest from school are most regular and punctual in their attendance.

It is the duty of the parents to uphold the hands of the teacher, and be especially careful to say nothing that would in any way lessen the teacher's authority and influence. Any disparaging remark made by parents effecting the teacher is sure to be taken advantage of by the child. When father says, "I don't think much of this teacher we have got now," the child is very likely, on no other ground, to think the same way. When mother says, "I don't think this teacher we have got now is any good," the child is very apt in his general conduct and deportment to echo the same sentiment. Children are great imitators, they imitate the spirit and sentiments of others as well as their words and ways. In some cases teachers may not be all we could desire, yet it is very unwise in the presence of the child to say any thing that would lessen the authority of the teacher, or lead the child to a want of confidence in him. The teacher's power and means of reaching the mind of the child are largely cut off when, with or without reason, any dislike to

him is created in the mind of the child. If parents would place their children in a position to receive the very best our educational system can afford, then they should beget in their children love, esteem, respect and reverence for their teachers. They should work in sympathy with the teachers for the education of their children.

It is also the duty of parents to inculcate obedience. There is a very near relation between home and school. The child that is obedient at home will be obedient at school, the child that is truthful at home will be so at school, the child that is not under control at home will chafe under restraint at school. Where does disobedience to the laws of our country, disobedience to the laws of society in general, disobedience to employers, disobedience to professors and teachers begin? It begins at home. A child brought up in the family not to know how to obey his parents will be a very troublesome individual at school or at college, a poor citizen, a breaker of the laws of his country, and a violator of the rights of society. He may learn better by the development of his reason and moral sentiments but there are hundreds who do not, and by not learning obedience they become either very useless or very troublesome members of society. One of the most difficult problems of child-training is to teach a child obedience without impairing his freedom. This must be done when children are small. An intelligent mother says, "By neglecting timely correction children will contract a stubbornness and obstinacy which are hardly ever afterward conquered, and never without using such severity as would be as painful to the parent as to the child. In the esteem of the world they pass for kind and indulgent, whom I call cruel, parents, who permit their children to get habits which they know must be afterwards broken." It is the indulgent father or mother who rushes to the school house and assails the teacher because she has given their fourteen-year-old son a lesson in obedience—a lesson which they should have taught him ten years before. It is the girl who has always had her own way at home who looks sullen when asked to be obedient in school. The children who are obedient to their parents are, as a rule, obedient to their teachers. Therefore, for the good of the child, for the comfort of home and school, for the general welfare of society, as well as greatly assisting the teacher in his work, it is the parents imperative duty to inculcate obedience in childhood's earliest days.

In conclusion let me say, in order that our educational work may be successful, it is necessary that parents should have a high appreciation of the work that is being done in our schools; that teachers should realize the nature, importance, and far-reaching consequences of the work they are doing; and that parents and teachers together should strive to give our children a clean, wholesome, efficient, and loyal education. Thus our country will become, "Great! Glorious! and Free! First flower of the land! First gem of the sea!"

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