

# Daily Concord Standard.

State Library

VOL. XL.—No. 2709

CONCORD, N. C. MONDAY, NOVEMBER 21 1894

WHOLE No 11794

## GOOD ORDER

**In the Schoolroom a Most Perplexing Problem Especially to Young Teachers—What is the Secret of It?**

One of the most perplexing problems to the teacher, especially the young teacher, in a public school is the one pertaining to order. How to keep good order is a living question with the conscientious and faithful teacher.

In some districts and schools the work of keeping good order does not seem to require the effort of anybody. The children seem to know their duty and do not annoy the teacher in any way. If the teacher were asked why the order is so good he would hardly know what answer to give.

In other schools the disposition of the children seems to be of a disorderly nature. The teacher strives in various ways to correct the disorder, and if he succeeds, has much difficulty in doing so. If he was asked why the pupils persist in being so disorderly he would be perplexed to find an answer.

Even in the same school the order does not remain the same from day to day. Every teacher has what he calls good days and bad days, the former being days when all things connected with the school work well, the latter being days on which everything goes wrong.

Now where there is so much diversity among the dispositions of children it ought to be obvious that that he who attempts to lay down rules that will apply at all times to all schools is standing on slippery ground.

In some parts of school work there is no difficulty attending the laying down of rules. The time for opening school, the opening exercises, the time for hearing this or that class, the time to give recess, the time of calling to books, the closing exercises in the evening may all be safely embodied in a code of rules with the certainty that they can be carried out satisfactorily. But it is not so with rules pertaining to regularity in attendance, order in school and on the play ground, the studying of lessons and general conduct, it being impossible to put in a code of rules every time that may happen in a term to disturb the good order that should prevail in any well conducted school.

It has seemed to work the best to let the pupils have some latitude in discriminating what ought and what ought not to be done. The teacher who adopts this policy supposes that the pupils have some idea of what is right and are willing to do it. He tells the children that he expects them to do right, and gives them no other rule to observe. This is called "the rule of right," and has been found to work well. Children as a general thing know what is right and what is wrong in school, and usually by nature prefer doing right to doing wrong.

The danger attending laying down a set of rules is that the children will be likely to interpret them as meaning that those acts will be allowed which are not named or forbidden. After the rules have been read they will set themselves to thinking and trying to find out what is not forbidden, and then proceed to do the forbidden acts under the supposition that they are not violating the rules.

In the matter of rules and school government there is nothing so es-

sential as common sense and tact. Without common sense the teacher will not perceive what ought to be done, and without tact he will not discern the proper time of doing what common sense teaches ought to be done. No amount of learning, no fine examination and high grade certificate will give the teacher either. If he is destitute of common sense and tact, his case is hopeless, and it would be better for him and all concerned if he would cease trying to teach and go into some other business for which his natural abilities endow him.

In this part of the teacher's work, manner will have much to do with bringing success. The right way of commanding or calling to order, the manner of asking questions, hearing lessons, all contribute to give the teacher greater or less influence over his pupils. Some teachers ask questions and conduct recitations as if they were inviting disorder. How to correct this error, no book will or can teach. If the teacher can not see that the real trouble in this case in the school is not in the pupils but resides in himself, no book can make him see it. His case is hopeless, and it will be fortunate for him if he does not lose control of the school entirely and have to give it up, and very fortunate for the children if he has to give it up under such conditions.

Parents are sometimes the chief cause of much of the disorder in school. From the very nature of a school order must be kept. Thus some parents fail to see, and not seeing it, seem to think that their children when corrected have been unduly imposed upon. This is an error which only the common-sense of the parents can correct.

There can be no good school without order and parents and teachers should co-operate to secure it; for certainly both are interested in the intellectual and moral welfare of the children. H T J LUDWIG.

## AN EXCITEMENT

**Near the Depot Sunday—A Crowd of Several Hundred Assembled Around a Negro's House—Violence Threatened By the People—A Negro Charged With Laying Hands On a Small Boy.**

On Sunday morning between the hours of 10 and 12 o'clock Mack Peterson and his wife, negroes who live near the depot, had a family row, several different kinds of weapons having been used. Howard Sides and several other small boys were thereabout and by some means got the negro, Peterson, angry at them.

The boy says that the negroes laid hands on him and threatened to kill him. The boys of course quickly spread the news, and as the negro himself said, a crowd of white people were soon flocking around his house for an explanation of affairs. This disturbance was before noon. The crowd seemed to stay about the house, but did not molest the negro, though his life was threatened in case he was found Sunday night.

Seeing the infuriated crowd of citizens of that part of town were not adjourning, but that the number was growing larger, officers began to investigate the matter.

In order to take some action, a warrant was issued for Peterson and

his wife for an affray. Both Peterson and wife were arrested. Rather than run any risk of there being further trouble the negroes were taken to jail to await trial on Monday morning.

The trial was held, and the parties were found guilty of an affray, and this is all there was of it. It cost him and his wife the sum of \$8.70. It seems that this negro and his wife occasionally have a family row. Both Peterson and wife confessed that they had had a little quarrel, but denied any threats made on the boy.

## MRS. HISLOP DEAD.

**After Lingered for Many Months Mrs. Julia Hislop Falls Asleep to Awake No More.**

The death angel visited the home of Mr. Chas. Hislop at the Buffalo Mills today (Monday) at 1 o'clock robbed him of that one who is ever near and dear to him—his mother.

For a number of months Mrs. Julia Hislop has been confined to her room here, suffering with ulceration of the bowels. For the last while she has been gradually sinking away. It is a sad blow to her three children whom she leaves behind, and especially to her son, with whom she has been living and who has watched over her so faithfully and persistently during her sufferings.

Mrs. Hislop had reached the age of 51 years. She was an esteemed woman and had many friends. She leaves two sons, Mr. Chas. Hislop, who is superintendent of the Buffalo mills, Mr. Edward Hislop, of McAdenville, and Miss Ella Hislop, of Charlotte.

The remains will be taken to Belmont Tuesday, her former home, to be interred.

## PERSONAL POINTERS.

—Mrs. R A Brown spent yesterday in Salisbury with friends.

—Rev. W A Lutz, of Winston, is here today visiting his sister, Mrs. Mehaffey.

—Mr. Robt. Wheeler returned home this morning from Kings Mountain.

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## Masonic Notice.

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