

**THEN AND NOW,
OR, HOPE'S FIRST
SCHOOL**

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Then and now, or, Hope's first school by Zillah Raymond

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ZILLAH RAYMOND

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By ZILLAH RAYMOND.

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TO MY
BELOVED FATHER, WHO WITH MY PRECIOUS MOTHER,
NOW RESTING FROM HER LABORS,
LAID THE FOUNDATION OF ALL THE EDUCATION WHICH I POSSESS,
AND OF ALL THE USEFULNESS WHICH I CAN EVER LAY CLAIM TO,
THIS LITTLE VOLUME IS
AFFECTIONATELY DEDICATED BY THE AUTHOR.

156479

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[THE END.]

PREFACE.

In writing a book like this, which we now propose to place before the public, the author labors under peculiar disadvantages. The time and place both being present, the story lacks the illusory charm of distance; yet, we trust that this lack may be more than compensated by the reflection that the scenes and characters are natural and home-like. In the comic, as well as in the bad character of the book, we have however, strictly avoided *personality*. They may all be considered as representatives of certain classes of persons rather than descriptions of real individuals. Possibly, many teachers can recall to memory a Mrs. Simmons, in the person of some hard working, illiterate, yet ambitious woman; or a Miss Rachel Tyler—the true and tried friend of the orphan, the useful “old maid aunt;” or a Mr. Fogyman, the stickler for past customs; or a Mr. Higgins, the coarse, common raised drunkard; or a Mr. Leonard, the representative of a large class of persons who contrive to worse than *buy* splendid talents, and shine only to mislead; we say that many teachers can recall just such people to mind. That *all* do not come under their observation during one short session of school, or in *one* neighborhood, is of course conceded. We have merely brought them all together in this manner, as being both more convenient and more effective. In these days of Normal Schools and Teacher’s Institutes, and other facilities, to aid teachers in their vocation, it would be a work of supererogation, not to say presumption, in us to offer any suggestion in regard to teaching. We have in our story merely described a youthful, inexperienced country teacher, who nevertheless, from natural talent for, and great perseverance in, her calling, might have been considered a little above the average country teacher *eight years* ago, but who would possibly be viewed in a very different light *now*. In this manner we wish to show the improvement that has been made in the Old North State during the last eight years—the difference between her *Then* and her *Now*. With this explanation, we leave our little volume in the hands of our readers, trusting that it will receive a fair and impartial perusal.

ZILLAH RAYMOND.