

**SELF-RELIANCE, INITIATIVE,  
LOVE OF WORK AND  
CONCENTRATION HELP THE  
INDIVIDUAL TO OVERCOME  
DIFFICULTIES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649154975

Self-reliance, initiative, love of work and concentration help the individual to overcome difficulties by Various

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**VARIOUS**

**SELF-RELIANCE, INITIATIVE,  
LOVE OF WORK AND  
CONCENTRATION HELP THE  
INDIVIDUAL TO  
OVERCOME DIFFICULTIES**



SELF-RELIANCE, INITIATIVE, LOVE OF WORK  
AND CONCENTRATION  
HELP THE INDIVIDUAL TO OVERCOME  
DIFFICULTIES

THIS BOOK  
HAS BEEN PRIVATELY PRINTED  
FOR PRESENTATION AS STATED  
ON PAGES 179 TO 184

PRESENTED  
WITH THE COMPLIMENTS OF  
EDWARD DETRAZ BETTENS  
130 WEST 87TH STREET  
NEW YORK, NEW YORK  
U. S. A.

*gift of  
Pres: H. H. H.*

TO  
THE MEMORY  
OF  
MRS. LOUISE E. BETTENS

Serene and patient in Life's sunset hour,  
With the calm twilight stealing on apace,  
Reflected in her sweet benignant face,  
Which shines in beauty like a cherished flower—  
A dear devoted Mother keeps her dower  
Of Goodness, Faith, Unselfishness and Grace;  
Toil, disappointment, grief have left no trace  
Save in her Love's forever widening power!

She has lived wisely through her many years;  
Fulfilled her mission with unsparing zeal;  
Enjoyed the spell of Letters and of Art;  
She has seen rainbows in all storms of tears;  
To ties of Friendship has been ever leal,  
In perfect harmony of Mind and Heart.

NATHAN HASKELL DOLE.

TO THE  
LIBRARY OF  
CALIFORNIA

TWO GREAT TEACHERS

486007

NEW YORK, September 5, 1919.

THOMAS FENTON TAYLOR, ESQ.\*

DEAR TAYLOR:

"Why don't you justify to me, your opinion of Henry Adams as a teacher, is your question in your letter to me dated September 3rd, 1919?" Then you add "I took three one year courses in History with him."

The original Rochat and Bettens emigrants—my ancestors—settled in Virginia about the year 1800, Mr. Rochat coming from Paris, France, and Mr. Bettens from Switzerland. They had lived through the period of the French Revolution, and in Virginia, Thomas Jefferson was the great leader.

The spirit of inquiry, then prevailing in Europe and in the United States, was not objectionable to these two Emigrants, and perhaps I, one of their descendants today, am inclined to favor free inquiry into every subject. And this may explain why some teachers, very learned men, who base their instruction to a great extent on authority do not stand as high, in my estimation, as some other teachers who may be willing to put to the test any and every tradition, custom, and authority.

From the time of my birth April 11, 1848, in Vevay, Indiana, French and not English was taught me, and up to about my seventh year, I could not talk nor understand English. I do not recollect of attending any school, until about 1857, on arriving in Cincinnati, Ohio, I entered a District School on Sycamore Street, of which Mr. Reynolds was the Principal. At that time, my general knowledge of the studies taught to children of the age of nine, was about the same as that of the other pupils, except that I was woefully deficient in handwriting. Because of that deficiency I was dropped into a class, in school, lower than the one into which I was first entered as a pupil. Not one of the teachers of that District School do I remember, except its Principal, Mr. Reynolds.

From that District School, I entered the Second Intermediate School, where a Miss McGill was a teacher. During a lesson, or examination, in penmanship, Miss McGill came up behind me, looked over my shoulders, at my writing—and down on my hand, holding the pen, came her rattan, and a second stroke of the rattan followed, because of a blot on the copy book, caused, in fact, by the first stroke of the rattan! I forgive her. Her niece, a pupil in that Intermediate School, wished to go to her (the niece's) father's law office, and Miss McGill,

\*Class of 1875 Harvard College.



asked me to be the niece's escort. From the school house to the lawyer's office, this niece and I walked, she hugging, as well as she could, the walls of the houses, and I walking along the edge of the curb stone.

Miss McGill is the only teacher of that Second Intermediate School of whom I have any recollection.

In the fall of 1864 I entered Woodward High School, Cincinnati, Ohio, the Principal of which was Mr. George W. Harper. I had been a pupil there about four weeks, when Mr. Harper told me that my marks in all of my studies, except mathematics, were satisfactory.

"I do not understand mathematics," I said to Mr. Harper. He then told me not to study any of my studies, except mathematics for the coming month. He would give me a perfect mark, for that month, in all of my studies, except mathematics. "Your trouble," he said, "is that the foundation for a knowledge of mathematics was not properly laid. Therefore, start from the very beginning of a mathematical education, and, during this month, work on mathematics only." I followed his advice, and on graduating from Woodward in June, 1868, I was awarded the Ray Silver Medal for excellence in mathematics—which medal I still have.

I entered Harvard College, as a Freshman, in September, 1869. About the month of December, 1869, in Stoughton Hall, Room 2, Harvard College, I was preparing for a coming examination in mathematics, when my classmate, J. O. Shaw, asked me to tutor him for that examination, offering to pay me \$1.50 per hour. I was dumbfounded, and offered to let him study with me, without any payment, as I did not think that I was competent to be a teacher in mathematics. He refused to agree to this, saying that he, and other of my classmates, had remarked how, in the classroom, I showed not only my proficiency in mathematics, but my ability to make the solution of the mathematical problems intelligible to these classmates. Then, for the first time, I became a tutor, and from the money earned as such tutor, my expenses in Harvard College for seven years up to January, 1877, and my brother Tom's expenses in Harvard College for five years up to the fall of 1875, and my mother's expenses from June, 1873 to January 1, 1877, were paid except, as the scholarships received by Tom and me from Harvard College helped to pay some of those expenses.

To whom am I indebted for being able to earn these moneys as a tutor in mathematics?

To George W. Harper, Principal of Woodward High School,  
Cincinnati, Ohio.

Therefore, Mr. Harper, in my estimation, stands head and shoulders over all of the teachers that I have ever had (excluding Experience as a Teacher), unless Mr. Henry Adams, Assistant Professor of History, in Harvard College, can challenge the supremacy of Mr. Harper.

During my Junior and Senior years in Harvard College, I had two courses of History under Mr. Adams, one in a class of about forty-five fellow classmates, where Modern European History was taught. The recitation room for that class was in University Hall.

The other class had about seven of my classmates; the subject of study was Early Germanic Institutions; the class met in Mr. Adams' private room, in Wadsworth House—and it was in every way a very informal hour of instruction. Mr. Adams would, at times, smoke a cigarette, or sip some sherry—but his seven pupils never enjoyed either of those privileges in his room. Mr. Adams was a man with whom no one could take undue familiarities. What was his method of instruction?

“Prove all things: hold fast that which is good.”

—I Thessalonians v : 21.

In that small class of seven, nothing was taken for granted. The most famous authoritative writer, or book, meant nothing to Mr. Adams, nor to the Seven Pupils, unless after examination he and they agreed, with the writer or the book.

To Mr. Harper I am indebted for having been able to earn the money as a tutor of mathematics as above stated.

To Mr. Adams, I am, in part, indebted, for the way that I have met numberless alleged truths, fortified by tradition, custom or authority, and for my ability, to-day, to look, unafraid, at traditions, customs and authority, and to be willing to

“Prove all things;” and to “hold fast that which is good.”

Therefore to-day, there loom up before me, as the two greatest of all my teachers (excluding Experience the greatest of all)

GEORGE W. HARPER and  
HENRY ADAMS.

Have I answered the question you asked me in your letter of the 3rd instant?

Sincerely,

EDWARD D. BETTENS.

## A GIFT OF VALUE TO THE WORLD

A fine life and character, such as that of Saint Francis of Assisi, is, in the opinion of many persons, far more valuable to the world than the gifts of all of the temples, cathedrals, churches and church endowments that the world has ever received.

To bring to the knowledge of the world an admirable life and fine character—that of

MRS. LOUISE E. BETTENS

—a sketch of such life and character, included in books, has been widely distributed among colleges, libraries, art museums, clubs and individuals.

For the same reason a room in the Phillips Brooks House, Harvard College, has been named "The Louise E. Bettens Room"; a "Louise E. Bettens Fund" has been created in the William Hayes Fogg Art Museum, Harvard College, and some other gifts have been made to Harvard College; and her Library, and some of her book cases, pictures and bronzes have been given to Woodward High School, Cincinnati, Ohio.

The book "The Library of Mrs. Louise E. Bettens" is meant to extend the general knowledge of the life and character of Mrs. Louise E. Bettens, and in particular, to enable readers of that book to see what writers, and what books, exerted some influence in forming her character.

Fine lives and characters are a blessing to the world. Material gifts help educational institutions to perform a duty that they owe to their country and to their pupils, *but what is valuable to the world are these fine lives and characters*, rather than the material gifts.

The true memorial of Mrs. Louise E. Bettens is her life and character and not the gifts to Harvard College, nor to Woodward