

RULES FOR HOME EDUCATION.

THE following rules we commend to all our patrons and friends, for their excellence, brevity, and practical utility. They are worthy of being printed in letters of gold, and of being placed in a conspicuous place in every household. It is lamentable to contemplate the mischief, misery and ruin which are the legitimate fruit of those deficiencies which are pointed out in the rules to which we have reference. Let every parent and guardian read, ponder and inwardly digest:—

1. From your children's earliest infancy, inculcate the necessity of instant obedience.

2. Unite firmness with gentleness. Let your children always understand that you mean what you say.

3 Never promise them anything unless you are quite sure you can give them what you say.

4. If you tell a child to do something, show him how to do it, and see that it is done.

5. Always punish your children for wilfully disobeying you, but never punish them in anger.

6. Never let them perceive that they vex you or make you lose your self-command.

7. If they give way to petulance or ill-temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.

8. Remember that a little present punishment, when occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.

9. Never give your children anything because they cry for it.

10. On no account allow them to do at one time what you have forbidden, under the same circumstances, at another.

11. Teach them that the only sure and easy way to appear good is to be good.

12. Accustom them to make their little recitals with perfect truth.

13. Never allow of tale-bearing.

14. Teach them self-denial, not self-indulgence, of an angry and resentful spirit.

If these rules are reduced to practice—daily practice—by parents and guardians, how much misery would be prevented, how many in danger of ruin

would be saved, how largely would the happiness of a thousand domestic circles, be augmented. It is lamentable to see how extensive is paternal neglect, and to witness the bad and dreadful consequences in the ruin of thousands.

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SCHOOL VISITATIONS.

No complaint is more common from teachers, than that "parents will not visit the school." Every teacher knows the great influence of parental visits upon the general interest of the school: hence he feels an anxiety to have what he rarely gets. "How shall I get parents to visit the school?" is frequently asked; "not one has called during the quarter." And one principal of a Seminary stated publicly, on examination day, that not more than three parents had visited it during the year.

The indifference of parents and citizens is a great fault, and much to be regretted, and teachers should set themselves to work to change the habit. The question is asked, *how* can it be done? Like everything else of importance, by hard work and well directed skill.

Experience of some ten years in Public Graded Schools proves to me that the thing is not only possible, but comparatively easy to be attained.

When anything is to be brought about, a teacher should lay his plans carefully, and when formed, steadily execute them.

First, a teacher must waken up his scholars, excite them in their studies, and get up a pride for the school. If he cannot do this, he can never reach the community, and had better give up all hopes of success.

If he can succeed in arousing the ambition and energy of his pupils, he may feel confident of succeeding in getting out the parents. After the teacher has created interest among his pupils, let him see the directors and some other prominent men in his district or town. Get their promise to be present at school on an appointed day, invite every parent that he sees to visit the school at that time, give general notice to the scholars that directors, clergy, and parents are coming. Let them be prepared with extra exercises of interest, brisk and varied, such as declamations, concert recitations, and readings, men-