

Miscellaneous.

THE NEGLECTED TEACHER.

(Written for the Common School Journal. By E. M. G.)

<p>Why should the State its Teachers leave In penury and pain; And all its laws so thickly weave For unsubstantial gain? Are children now so valueless,— These treasures of the sky,— That statesmen never deign to bless, But, ruthless, pass them by?</p> <p>The State, with lavish hand, can urge Whole Navies o'er the deep, To mark with nicest care each surge Where hidden corals sleep;— But who maps out life's treacherous sea, Or warns, with earnest breath, When childhood's feet, so fearfully, Go stumbling down to death?</p>	<p>The slaughter-captains, bathed in blood, A thousand honours gain;— Who drains a parent's crimson flood Rides proudly o'er the plain;— But the meek Teacher, weak and worn, Who shield's the orphan's head, With aching heart, and spirit torn, Is grudged his daily bread.</p> <p>But, courage, Teacher! faint not yet,— A better day is near; A day that glory will beget For those who persevere. Rise then to duty, stronger rise With every defeat, And crown a manly course, and wise, With victory complete.</p>
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RULES FOR TEACHERS.

Suffer me to recommend to you certain rules, not unsuitable to be observed in your conduct of the school, which, however obvious when once suggested, might possibly not at all occur to you with sufficient distinctness to be at once reduced to practice.

1. Adopt, at the onset, a plan of operation; survey the field before you, and form for yourself a distinct system of instruction and discipline. Avail yourself, if practicable, of some work of reputation upon the subject of School-keeping, as "The School and School-master," the "Lectures before the American Institute of Instruction," the "Massachusetts School Reports," or other similar publications. I need hardly intimate, that he must have great resources, and great confidence in himself, who, at this day, presumes that nothing better is to be learned than we have practised from the beginning, in the management of a public school. The literature of the school-room is already considerable; and the subjects of reflection contained in it, not unworthy of the maturest and ablest minds.

2. Study to excite the *attention* and to awaken *thought* and moral *sensibility* in your pupils. Little is done in education, till mind is called into active, earnest exercise. It is of more importance to teach a child to *think* for himself than to burden with other men's ideas. To induce him to *feel* right and to *do* right, while yet a boy, is the best means of ensuring right feelings and right actions, when he becomes a man. A present duty done is the proper and only certain promise of future fidelity.

Make it a point to cultivate in the scholar an accurate and natural style of conversation—oral composition. Insist on a full, clear, correct expression, whenever a question is proposed or answered. Allow no clipped, imperfect, clumsy phraseology. It will be found very useful for this purpose, and a great assistance to the student in after life, in writing letters of business or friendship, and keeping records of events, or drawing a will, a deed, or a contract, to accustom him to translate passages of poetry, or prose, which he may read, into his own language.

If possible, introduce some simple music among the exercises of the day. It will serve the double purpose of interrupting the monotony of school hours, and of soothing and humanizing the spirit. Gentle music is a moral teacher. Make frequent use of the maps and blackboard.

3. In discipline appeal always to the best motives first. Insist on the *right*, the *proper*, the *becoming*, till grosser reasons are found to be indispensable; but maintain *ORDER*. And be sure, whatever system of government you may resolve to adopt, first of all, *govern yourself*. A clear, thinking, fair-minded, composed, quiet, dignified man is rarely insulted, or long disobeyed. There is no sphere of life, in which the silent influence of thought and goodness is more certain or valuable than in the discipline of the young.

The utility of formal rules is reasonably questioned. The general laws of propriety are obvious enough even to children. And it is not well to treat them as if they had either just done something wrong, or were just going to do so.

4. Make *MORAL* instruction a prominent object. Not by formal lectures, but by interweaving with the whole system of dis-

cipline those moral and religious sentiments, in which all Christians agree, and without which learning and talent are doubtful blessings, and life itself bleak, barren and desolate.

It is most desirable, and properly done would be rarely objected to, to open the daily exercise with a short, simple, pertinent prayer, or at least, with a portion of Scripture. And, in some form, it is, I think, the nearly unanimous opinion of experienced teachers, that a portion of the Scriptures should always be read. In many schools the day is opened with reading from the Bible, and close with a hymn of praise. The peculiar sentiments of particular sects of Christians are forbidden by law to be taught in public schools. But the same law enjoins upon all teachers "to impress upon the minds of the young the principles of piety and justice; a sacred regard to truth, love of country, humanity and benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues, which are the support and ornament of society; and to endeavour to lead them into a particular understanding of the tendency of all such virtues to preserve and perfect a good system of government, to secure the blessings of liberty, and to promote their future happiness; and the tendency of the opposite vices to degradation, ruin and misery."

5. Cultivate an acquaintance with the youth under your care, and with the families of the section. The children will often best be reached through the parents; and the general tone of feeling towards the master out of school, has much to do with the influence in school. You will be at liberty to assume, that the highest families in their own esteem, or in the esteem of others, are accessible to the teacher of their children; and you must not consider the lowest that has a child under your care, unworthy to be consulted by you. You will find intelligence without outward show, and meet oftentimes with sensibilities the most delicate, where the world has least to wonder at or talk of. The sweetest clusters of the vine are not always open to the glare of day.

6. Do not forget that among your own pupils, or in the circle to which they belong, there may be minds of the highest order—diamonds—ignots of virgin gold. Look for them; delight in them; rejoice to bring them out from their dark bed, and to hold them up to the sun. In yourself, it is not unlikely, such a mind may see realized, for the first time, its idea of an educated man—a scholar. Let it not fail to find, in this model—so certain to give direction to its ambition, and to form in some degree, its ultimate character—a simple earnest love of truth, an example of gentleness, courtesy, purity, integrity, and piety.—*Prof. Haddock.*

PARENTS SHOULD VISIT THE SCHOOL.

There is perhaps no part of parental duty more sadly neglected than this. "Out of sight out of mind," seems to be the maxim of too many parents as they send their children day after day to the school-room, to imbibe those principles, form those habits, and receive that instruction, which, as a beacon-light, shall guide their footsteps in the paths of virtue and usefulness, or lead them downward to ruin and disgrace.

To the intelligent and faithful parent, no place is dearer than the school-room. He has deposited there his dearest treasure, compared with which the wealth of a thousand Indies is as dross; a treasure capable of infinite increase and improvement; a treasure infinite in its capabilities and immortal in its duration.

What parent would trust his cattle or sheep, or even his swine to the keeping of another, without visiting them occasionally to see how they were thriving or fattening? What parent will lease his farm to another without well-attested bonds that it shall be faithfully tilled, that the fences shall be kept in good repair, and that in every respect, it shall be kept unimpaired? And yet how many intrust their children day after day, week after week, and year after year, to the hands of others, often entire strangers, without once visiting them, and in many cases, without even inquiring after their progress and welfare?

Parents should visit the school that they may be acquainted with the teacher of their children, and be better able to use their co-operative influence with his. Parents and teachers should work together as one. They should know the wishes and designs of each other, and labour mutually to carry them into effect.

Parents should witness for themselves the management of the school. Much of the difficulty that frequently exists between parents and teachers, is the legitimate result of ignorance on the