

**THE TEACHER TAUGHT:
OR, THE PRINCIPLES AND
MODES OF TEACHING**

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The Teacher Taught: Or, the Principles and Modes of Teaching by Emerson Davis

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EMERSON DAVIS

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THE PRINCIPLES AND MODES
OF
TEACHING.

BY EMERSON DAVIS.

"You have much to learn, even in learning only what others have thought."
BROWN.

BOSTON:
MARSH, CAPEN, LYON, AND WEBB.

1839.

PREFACE.

If the appearance of a new book were an uncommon event, there would be a propriety in giving to the public the history of its origin and progress. It would gratify curiosity, and might prove a stimulus to others to become authors. But at present there is no need of such a stimulant; and no one is curious to know what induced you to send forth a small volume, to be jostled aside, and perhaps buried beneath a mouldering pile of ephemeral literature.

In 1833, I published a small volume for the benefit of the Teachers of Common Schools in this vicinity, called 'The Teacher's Manual;' I aimed at nothing more than making teachers acquainted with the different and most approved methods of instructing children in the rudiments of knowledge. I have since found that teachers need to be taught principles as well as modes; I have therefore merged that book in this; and since the plan of this differs from that, and only a small portion of it is introduced into this, I have given it a new name.

I have endeavored to enter the school-house with the teacher at the commencement of his school, to tell him how to arrange his school, how to manage the internal affairs of his little family, and how to instruct each class. I am aware that much has been published within a few

years on the subject of teaching ; general principles have been discussed ; and the principles of classical and other seminaries, holding a higher rank than Common Schools, have published their *modus operandi*. A skilful and intelligent teacher will extract from this mass of matter much that he can apply to the business of Common-School teaching, but there are very few who take the trouble to select the materials from all these publications, and to digest a plan for themselves. It has been my purpose to come directly to the aid of the Common-School teacher, to lay out his work, and to tell him how it is to be done. How well I have succeeded, remains to be determined by the experiments of those teachers who shall attempt to follow out the directions here given. I have not covered the whole ground ; there are many questions which teachers ask, which I have omitted entirely, partly because they are of minor importance, and partly because it would make the book larger than it seems desirable it should be.

The book is published with a belief that something of the kind is needed, and with a hope that it may be useful.

E. DAVIS.

Westfield, July 8th, 1839.

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THE

TEACHER TAUGHT.

CHAPTER I.

Instructing Children an Honorable Occupation.—Mutual Duties of Parents and Teachers.

It was said by Epictetus, that he who exalts the souls of the citizens confers a greater benefit upon his city than he who raises the roofs of the houses ; for it is better to have great souls living in small habitations, than ignorant men burrowing in great houses. This idea was not original with Epictetus, nor did it die with him. It seems to be the spontaneous reflection of every considerate mind, that "learning is preferable to wealth."

If improvements in the arts and sciences could be introduced among a rude and uneducated people, they would be of little use ; for there must be a corresponding improvement in the intelligence and morals of a community, in order to render their introduction profitable. If a savage should be supplied with an abundance of money, or with ample means for procuring it, he would remain a savage still. He would squander his money in the gratification of his savage propensities, rather than in the purchase of any thing that would benefit him as a rational, or as an accountable being.

The wealth of a nation does not consist in the number of acres in the national domain, nor in the greatness of

its population, nor in the fertility of its soil, but in the amount of educated mind and moral worth. Hence a nation, comparatively few in numbers, may possess more wealth, and more physical and moral power, than one more populous. England, with its science and morals, is mightier far than untutored China, which exceeds it twenty times in territory and in population.

This being true, it follows that those who labor to exalt the souls of the rising generation, confer upon their country a greater benefit than those who have power to convert log houses into stately edifices, or the "spinning-wheel" into a woollen-factory. The business of the school-teacher is to exalt the souls of the rising generation, and to prepare them to receive and appreciate the improvements made by others, or to make further discoveries. Who will call this an unimportant work? Who, that has any just conception of the value of educated mind, will pronounce the occupation of a teacher to be servile, or mean? I have heard of mothers who were wont to commit their infant offspring to the care of nurses, not because they were unable themselves to take care of them, but because it would be ungentle. If there be individuals in the community who have such views, (though I hope they are "few and far between,") they will regard a school-teacher as deserving no more sympathy or esteem than he who tends their flocks.

In this country the teacher of youth is not generally neglected, nor are his services greatly underrated. I know there are some parents who do not appreciate properly the labors of their children's teacher; consequently they do not manifest for him the sympathy, nor extend to him the aid they ought. But all this proceeds more from ignorance, than from intentional neglect.

The following fact brings into view the feelings of teachers, and the good that may be done by speaking to them an encouraging word. A young teacher, a few years ago, went into a neighboring State to keep school. The inhabitants of the district exhibited no interest in the school, nor any sympathy for the teacher. They were "busy here and there" with their farms and merchandise,