

The best way to arrange the pupils in the desks is to place them with their faces turned contrary to the usual direction, hanging a map immediately before them. It will be better that those receiving the same lesson occupy only two, certainly not more than three desks. Even with three those who sit on the third are too far from the map and from the teacher, and it will be found difficult to keep up their attention, especially as active teaching is going on at the same time in different parts of room.

A class of about sixteen can sit in two desks of 8 or 9 feet long. The map must not be placed less than 2½ feet or more than 3 feet from the front rank; it may be hung on an easel placed with its legs on each side of the seat of the next desk. If there be one gallery, one half of the division (when ever it is divided) is placed in it, and the other half in the desks in the manner described.

If there be no easel, its place may be supplied by a stand, very easily made of a piece of common deal, about eight feet in length and provided with one or two cross pieces about 18 inches or two feet long, to keep the map steady. It should be studded with nails about eight inches apart, for hanging maps at any required height; their heads should project a quarter of an inch, and no more.

A rectangular aperture is made in the form of the desk where the stand is to be placed, and a corresponding one in the floor beneath; with its lower extremity inserted though the upper aperture and resting in the lower, it will stand quite firmly. It should not be quite perpendicular, but should incline at top slightly from the class; this will make the map hang steadily. When not in use the stand may be taken up, and laid aside.

### Hints on the Etiquette of Teaching,

By B. HEALY.

(Continued.)

#### ETIQUETTE OF TEACHING.

"I must repeat it to you over and over again, that with all the knowledge which you may have at present or hereafter acquire, and with all the merit that ever man had, if you have not a graceful address, liberal and engaging manners, a pre-possessing air, and a great degree of eloquence in speaking and writing, you will be nobody, but will have the daily mortification of seeing people with not one-tenth part of your merit or knowledge get the start of you, and disgrace you both in company and in business."

"The reader may not be prepared to give unqualified assent to the sentiment conveyed by the quotation. He may consider it extreme. Fortunately for the theme, the vigorous language of a former period may be exchanged for the moderated phrases of the present age without lessening its importance, since whatever force it may lose in parting with its stately diction, will be more than returned to it by the pressure of a more enlightened time.

#### I.

It is pleasing and encouraging to know that time and attention will help any one of ordinary intelligence to a respectable proficiency in those engaging arts, or possibly grace him with the rare combination of attractions named above.

It is a common thing to see a teacher assume before strangers an amiable familiarity of manner with his pupils, such as he does not display at any other time. This is very foolish and very mean. The children never

watch him so closely as when visitors are present. They want to see is he true to his own teaching; they want to see what manner of man he really is, and how he really stands with his superiors. They judge of him by his conduct at that trying time, and according to the estimates then formed they will treat him afterwards. By the assumption of a foreign manner he incurs many risks. The least serious of these is that he makes a change for which his pupils are not prepared and which throws them out of working order. This naturally enough disconcerts himself, and so both teacher and class are seen to disadvantage. On no account, therefore, change your ordinary manner or bearing to assume a new character for these occasions. It would be a mistake to suppose that by acting in your usual way, you will be wanting in the respect due to visitors; so far from it, the greatest attention to strangers and superiors is consistent with, and even dependent on, a proper degree of self-respect.

"Good breeding, you know, does not consist in low bows and formal ceremony, but in an easy, civil and respectful behavior."

#### II.

The pupils will not cease to observe you while you are with them. That is quite natural, but some teachers find it very annoying. It were easy to say to such: "don't mind it don't think about it;" but the advice would be of little value. A good way to escape from the annoyance, or to fortify yourself against it, is to attend to the expression of your own features, to the expression of the eyes particularly. The eye is a powerful agent in teaching.

Good manners require that you look at the person you address or converse with, but they do not oblige you to endeavour to stare him down. And you who have learned to command your features will find no occasion for the mischievous and ridiculous trial of strength, or for the gross rudeness of asking a child: "What are you looking at?" It is painful to hear a teacher cry out in this manner, and to know that he is diminishing his own influence and injuring those around him. He could not in truth, utter anything more uncomplimentary to himself, personally and professionally. Having the eyes of each child fixed on you, you may, by a look or a gesture, direct his action and silence, inform him that answer is right or wrong.

"You should not only have attention to everything, but the quickness of attention so as to observe at once all a people in the room, their motions, their looks and their words, and yet without staring at them or seeming to be an observer."

#### III.

When a little child is hurt, however trifling may be his mishap, however ludicrous the attending circumstances, be careful you do not laugh, or show any other sign of unfeeling mirth. Children, like grown persons, when pained or humiliated, have their feelings rendered more than usually susceptible, or, as it were, laid bare. Hence a slight or an injury offered on any such occasion inflicts a deeper wound than it would if received at another time.

Very injurious also is an attempt to make a child believe that what has occurred was his own free act, a feat of agility or skill; as, for example when an infant falls down some inconsiderate persons, cries out. "Oh! what a great jump!"—a stupid outrage on the feelings; and it is difficult to conceive how any one in his senses could hope to befool the child so far as to believe it.