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Hints on the Etiquette of Teaching.

By B. HEALY.

(Continued.)

VII.

"Wherever the teacher expressed himself with grammatical accuracy, the pupils rarely committed a blunder of speech, and often spoke with a correctness that would be creditable to more scholarly people. On the contrary, when the teacher failed to express himself precisely or accurately or spoke the current provincialisms of the place, the pupils fell into similar errors, and expressed themselves with difficulty. Teachers should not overlook the fine opportunities they have of imparting accuracy of expression—one of the great ends of the study of grammar—to their pupils every time they engage in an oral exercise. It is then, whilst the mind is excited and the ardour of the child aroused, that a skilful teacher can give it the habit of correct expression, of thoughtfulness in the selection of words, and facility in the use of an exact and simple phraseology." "General report of P. J. Keenan, Esq., Head Inspector of National Schools" (1855).

Reprove children that employ slang in your presence and require them to put their question or information in proper form and befitting terms.

It is time such expressions as 'e'er a one' "ne'er a one" were discontinued, and while rejecting "does be" "do be" and "disremember," and time-honored "ruination", you ought to be on your guard against a number of phrases, which although they are not accounted slang, are hackneyed and objectionable. You are "perfectly familiar" with "painful necessity" "bold relief" and "passionately fond of," these however, have not even old custom to make their sound more sweet, with all their painted pomp.

You will advise children to give the full names to all such things as window-shutter, fire-shovel, sweeping-brush, water-pipe, tobacco-pipe, copy-book, etc., telling them that as trifles display the culture of a school, so, to omit either part of any of these compound words evidence want of proper training.

When children make mistakes in pronunciation, as provincialisms, or the like, you should not mimic them. It is seldom successful as a means of correcting the error, but always makes little of the person who employs it. By gaining the name of mimic, you would not increase your reputation as a teacher.

The habit of substituting the first person plural, nominative case of the personal pronoun, for the first person singular, nominative case, or (without technicalities) of using "we" instead of "I," is one which a sensible teacher will not adopt.

The nicknames and pet names common amongst the pupils must be familiar to you, but you should never use them.

VIII.

When you find it necessary to check any pupil for a fault committed before or after business hours, you ought not to tax him with it the moment he re-enters the school. By waiting a while, you will keep clear of the errors of over hastiness and injustice to the alleged culprit, or—which is the same thing from a different point of view—of making yourself an instrument for gratifying the ill-nature of his accusers. The following