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Hints on the Etiquette of Teaching.

By B. HEALY.
 (Continued.)

XVI.

Although a wish to be "quite at home" in School is not necessarily to be condemned, yet he that entertains it should remember that he must be very well mannered, and very appropriately dressed at home, in order to be able without change, to appear with propriety and advantage in a public school, and furthermore, that this same wish to be quite at home, when ill regulated leads to serious and almost incurable evils: there is scarcely a necessity for particularizing slovenliness in dress, and carelessness in speech and manner. Of course you would never omit a careful preparation in person and apparel before school: "Dress yourself for the day, and think no more about it." If you were inclined to think it troublesome you might reflect that, as society is constituted at present, there are few persons who have not to comply with something of the sort: those that enter the army, whatever their rank in it, have stated hours for drill, parade and duty; the same may be said of the learned professions, and officials in every department of the public service are under inspection during office hours. With these considerations before you, and under

the mildest of disciplines (for in this matter you may be your own master) you cannot reasonably complain if due attention to personal appearances be expected, and when necessary, enforced.

XVII.

A child who is without delicate feeling on some particular points may be very sensitive in other things. Teachers, in their dealings with children, practically ignore this fact. Even teachers of kindly disposition set down as wanting in softness and good nature, a child in whom they discover one or two instances of insensibility or want of appreciation; and should he betray apathy where the teacher's feelings are particularly acute, he is accounted wholly destitute of the better qualities of human nature. Far from showing a willingness to recognize and give credit for amiable traits whenever or wherever found, many teachers seem inclined to regard anything evidencing elevation of sentiment in such a pupil as an affectation and a very great impertinence.

These are some of the errors into which whims and peculiarities betray those who are swayed by them. Their exposition here will, it is hoped, discover two truths—namely, whims are not the harmless trifles they are usually accounted, and anything done in school must exercise vast influence.

XVIII.

Children who cheerfully submit to the restraints imposed by good manners deserve to be admitted to the most friendly relations with their teachers, and to every other privilege consistent with perfect order. Such consideration from the teacher compensates them for the loss of the noisy freedom of by gone days, and strengthens them to resist the raillery aimed at them by the pupils of other schools, where laxity of discipline prevails.

When on a particular day, the greater number of pupils stay away from school by reason of the inclemency of the weather, the etiquette of the school-room requires that far from neglecting those in attendance, you be more than ordinarily attentive to their interests. The