

elementary computation, the school should have at least one arithmeticon.

Every school, even the smallest, should have one large map of the world, one of Europe (for this country one of America), and one of the British Isles (here one of British North America, or the Province in which the school lies). Beyond these, the more large maps the school can afford the better. Johnston's School Maps (27 × 23) are extremely well suited for small schools; they are very distinct, and contain almost as much as the large maps.

(To be continued).

Hints on the Etiquette of Teaching.

(By B. HEALY.)

(Continued.)

CONTROL.

I.

In and out of school, the teacher should avoid the company of persons who refuse him the respect due to his station, and should train himself to be able to do without them. The plea of having no one else with whom to associate is worth very little, even when urged in strict accordance with truth. If you observe this rule, you shall rise; if you violate it you shall fall.

II.

Be careful how you do anything unusual before children. They will speak of it in other places, and, without intending harm, give an imperfect or extorted account of the transaction, leaving out some salient point, or perhaps the most important incident of all.

III.

If it be worth your while to make a rule it is worth your while to observe it. If you make many rules one will interfere with the other. It may sometimes happen that you yourself will forget one of them, and that the children, noticing the fact, will put you in mind of it. This, you must admit, would be very disagreeable.

There are many little things done in school, of no harm in themselves, but inconsistent with perfect order. If you forbid these you are bound to take care that they do not occur again; or, if any of them be repeated, to punish, in some way, the disobedience. You will find it, almost without exception, the case that they take place at the time some matter of real and pressing importance claims your attention, and when, of course, you are not at liberty to deal with them.

Before making a rule against a petty thing, consider whether or not the good resulting from its discontinuation would repay you (1) for the time lost, (2) the labour expended, and (3) the severity required in putting a stop to it, and also whether it is a thing likely to fall into disuse as general good order advances.

IV.

Do not allow yourself to fall into the habit of giving, unasked, a reason or an explanation for every thing you do, or require to be done; do not train the pupils to expect it. It is not necessary, and you would find it very inconvenient at times. Besides, there are many persons to whom explanations sound very like excuses. This does not apply to the subjects you teach, or to occasions when new plans are to be introduced or important changes effected.

V.

It is a great advantage to bear in mind fully and clearly the occurrences of yesterday and former days. To be able

to recall, as occasions require, every particular, proves solicitude for the welfare of your pupils, and strengthens your influence with them. They have so little of importance to think about, except "school," that they cannot understand how the teacher could forget anything connected with it.

VI.

An imprudent teacher stretches his authority to persons and things that are not under his control, provoking and encountering opposition. Some persons yield to him, but while yielding revile him; others resist, and he, being powerless to enforce obedience, is discomfited. Discomfiture of this kind—of any kind—lessens a teacher. You may have read that, "To govern others you must govern yourself." It is a truth of which teachers should never lose sight; and in your case this self-governing means, not only controlling the temper, but in everything else keeping within bounds of the duties of your office. So long as you confine yourself within the sphere of your labours, it forms your proper protection: but, as soon as you go beyond it, you expose yourself to injury and offence.

VII.

Centre in yourself the authority of your school; the possession of it makes you more useful to your pupils, and less troublesome to your superiors. You cannot have an orderly school while you favor the boy who is above his fellows in height or age—while you connive at, or suffer to pass unpunished in him, sayings or doings that you would not permit in another. Such a one is more likely than any of the rest to take liberties; and it happens in many cases—from indolence or want of confidence on the teacher's part—that his assumptions meet but feeble resistance. The teacher should reflect that his duty to himself and the pupils requires him to act with a moderate share of resolution; and, when he neglects to do this, he must be prepared to pay the penalty of his unworthy conduct.

Children sometimes appear to suppose that, as long as they are submissive to their teacher, they may be as rude and as insolent as they please to other persons; every sensible teacher will abstain from anything likely to foster such an opinion, and be careful not to excuse violence in speech or action on the ground that it was caused by zeal for the welfare of the school.

VIII.

When a boy wishes to have a joke with you, or at your expense, he may, perhaps, speak out in public some unkind thing that has been said of you, or he will make some silly complaint, for the purpose of causing a laugh. His aim is to discover how far he can humbug or play upon you, rather than to annoy and offend. The present, however, is the time to stop him; it will not be necessary to use corporal punishment, but you must discountenance the proceeding in an unmistakable manner.

IX.

It is unwise to display partiality for children that are favoured by nature or by fortune, in good looks or in the easy circumstances of their parents. If favour be shown to any those who, from obvious causes, may expect but a small share from others, have the best claim upon you.

Some years ago, it was a common thing to seek out a little child of precocious talents, and by petting and cramming, force him to become a juvenile prodigy of learning—an "infant phenomenon". It may still prevail to an inconsiderable extent, though the probability is, that at the present time it does not occur at all. However, as it is one of those mistakes into which the inexperienced and enthusiastic teacher of any period is liable to fall,