

you reckon so important? Observe what is the end: it is to have a few higher minds. We say a few, for we hold it to be impossible to make all students great scholars, great mathematicians, great metaphysicians. No college—certainly not Oxford, or Cambridge, or Berlin—has succeeded in this. Let us keep what we have got, and which is so good. Let us encourage the preparatory schools to send to our Freshman classes young men of the age of sixteen or seventeen. Let us give them there the four years wholesome instruction of the American colleges to make them all fair general scholars. In the Junior and in the Senior classes let us give them a choice of studies always along with obligatory studies. By this time the students themselves know, and their instructors know, who are fitted to be superior scholars. Let the ten per cent or so, who have the taste and the talent go on to higher studies, to special studies—as no man in these times can be a universal scholar. Let him give himself for a time to philology, to philosophy, to social science, or original research in one or other of the various departments of physical science. Let encouragement be given to this by fellowship earned by competition, and held only by such as give evidence that they are devoting themselves to the special studies in which they stood the examination. We affirm confidently, that to such a system, you will in a few years add all the excellences of the European to those of the American colleges, and produce a select body of scholars fit to match the first wranglers of Cambridge, the double first of Oxford, or the doctors of philosophy and the doctors of science of the other European universities.

Hints on the Etiquette of Teaching.

This is a small tract by B. Healy, "Sanctioned by the Commissioners of National Education in Ireland," which the Sub-Editor of this Journal received, amongst many others, when on a visit to the Education Office in Dublin, in 1872. We shall just let the work speak for itself.

The author in his preface says:—In the following pages no new method of teaching is put forward; no particular system is preferred to another. They are offered to teachers in Irish National Schools, to assist them in forming *manners* and *habits* of speech that will render the discharge of their school duties alike creditable and pleasing to themselves, and useful and agreeable to their pupils.

To improve the relations that exist between teacher and pupil, and to elevate the tone in which their intercourse is carried on, is—it may at once be stated—the full extent of the design. The Hints are one and all practical.

INTRODUCTION.

"A thousand nameless little things, which nobody can describe, but which every body feels, conspire to form the *whole* of pleasing, as the several pieces of mosaic work, though separately of little beauty or value, when properly joined, form those beautiful figures which please every body. A look, a jesture, an attitude, a tone of voice, all bear their parts in the great work of pleasing. The art of pleasing is more particularly necessary in your intended profession, than, perhaps, in any other; it is, in truth, the first half of your business."

I.

School is the dominant thought with teachers, whether they will or not; it is not in their power to resist it. The influence of school follows them abroad, and clings to them at home; and if they do not make school a source

of pleasure and pride, it will of itself, as it were, bring them numberless troubles and humiliations. It is their interest, then, to devote themselves to it, with all reasonable care and industry.

The title must not lead the reader to suppose that, under the name of Hints on the Etiquette of Teaching, he will find a number of remarks on dress and personal cleanliness, or a collection of familiar precepts, inculcating love of study and application to school business. It is understood that he is well established in the practice of these duties.

II.

Be active, but never hurried, in school; hurry would fill your path with annoyances, and produce short temper. It is prejudicial to the business of teaching. An admirable means to avoid hurry would be, to get to school in good time, and not be in haste to leave it.

The latter clause encourages the teacher not to look upon as lost those stray half-hours which business or accident obliges him to spend in school, over and above the regulated time. These intervals bring ample rewards. Their influence extends beyond routine and etiquette, even into the morality of teaching. Silent occasional half-hours, spent in school morning or evening or during vacation time, with no very pressing business to discharge, have a beneficial effect on all young teachers. To such pauses—when the stillness contrasts pleasantly with former bustle, or repose is made doubly grateful by reason of past exertion—many a one who, entering on a teacher's duties, found them dull and disagreeable in the extreme, attributes his earliest reflections, and in time the progress of that beneficent change of sentiment which, in revealing the better aims of his daily labours, has divested them of all their irksomeness.

III.

When placed in charge of a school, you cannot help learning what is its state of order; another matter of importance is the Tone of the school. You are, doubtless, well acquainted with the one; it may be necessary however, to define—or attempt to define—the other. Tone is the moral treatment given to any or every subject in discussion. Order and Tone are not, in fact, so closely connected with, or so dependent on one another, as they are commonly supposed to be. It may sometimes happen in a given school that the order is admirable, whilst the tone is low; and, again, the tone may be high, and the order indifferent. It is a duty you owe to your school to improve both its order and its tone—a duty which the following suggestions will (it is to be hoped) help you to fulfil.

Experience will furnish several means of justly appreciating tone: the beginner may hear the true tone of a school by attending to the pupils of it when they collectively speak of the late teacher, or by noting the degree of credence they give his own promises on his coming amongst them, and first making their acquaintance.

If they speak but little of the person whom you have succeeded, it is likely he was a favorite with them. If they speak highly so much, the better. They may try your patience, however, by the frequency and warmth of their reference to him. In such a case you must take care not to lose your temper. You ought not to regard the late teacher as a rival, but as a name to be mentioned with discretion.

To take offence with the pupils on account of the sentiments they express towards him would be a most unworthy proceeding, and one that could not fail to display the character in an unfavorable light; but to endeavour to depreciate his labours or his plans, with the design of