

## "CLEANLINESS AND ORDER."

BY W. F. MOORE, NOBLETON.

(Published by request of the North York Teachers' Association.)

CLEANLINESS.—Some poet, Tennyson I think, says "we are part of all we have ever met;" and although this may not be flattering to us in many respects, yet it is generally true. If our company be refined, we unwittingly, it may be, follow their example; if ignorant, we naturally adopt their style; and if cleanly, we necessarily will make the change. Therefore we should give particular attention to the grounds around the school-room; keep them as neat as possible: fences up, gate on its hinges, trees planted and trimmed, pump, with tight sloping platform; scrapers at the door, room carefully swept in the evening—dusted in the morning, windows clean and properly glazed. Every pupil should be held responsible during the day for papers on the floor, or anything of that kind around his or her seat.

Having these matters attended to, then, as "example is better than precept," let the teacher be scrupulous in his own person and clothing. It will be useless to practise one thing and teach another. A beard of a week's growth will give the boys and girls a license for uncombed hair; dust on the teacher's boots will justify mud on the boys'. These matters clearly belong to the teacher, and if they are attended to, he may, with a clear conscience, pay attention to the appearance of the pupils.

I know there is a delicacy on the part of teachers in speaking to the pupils personally. I would overcome this by giving a short weekly lesson on Hygiene, in which this matter may be dealt with generally. Aside from the effect on the school, I think this lesson is an important part of the instruction imparted by the teacher. Do not allow the habit of spitting on the slate, and then using the hand to rub out the marks; insist on slate cloths—insist on the use of pocket handkerchiefs.

But there will be some pupils moulded on the same pattern as "Dirty Tim," and speak as you may, set the most correct example possible, yet they will be untidy and unclean. Tom will come with a band of faded crape fitting tightly to his chin and neck. Harry will have gauntlets fitting closely to his hands. A good plan to correct this, is to send Tom's sister or Harry's brother with him to the pump, to give that neck a good scouring or Harry's hands a good scrubbing. If the thermometer ranges one or two degrees below zero, it is not probable the operation will need to be repeated, and further, you may depend on the matter being repeated to Mamma at home.

Again, in the class, I would make it a duty, at times, to look at the pupils narrowly. Have them hold their hands out, and let them be inspected. In nearly all cases this will prove effectual. If there are still a few stubborn ones, speak to them privately, and see their parents, but, in all cases, secure the desired end.

ORDER.—Again, I would pay attention to all external matters. Have no creaking doors—put oil on them; no shaking windows—have them fastened; no loose seats—insist on the trustees having them fastened down. Here, also, the teacher must set the example. If the teacher opens the door with noise, the pupils will do so. If he allows a slate or book to drop carelessly, the pupils have their cue. I heard Dr. Sangster say at one time that "he would bring a noisy school to order by his habit of doing things quietly, and not once speak to them." But order cannot be secured without punctuality; for when the door opens to admit a late pupil the attention of teacher and pupils is attracted, and business for the time is suspended. Do not think that because the pupils are quiet they are orderly—often they are then deepest in mischief. The great principle of order is to keep the pupils busy. It is un-

natural to expect that little folks, full of life and spirits, will remain in order at their seats if they have nothing to do. As a general thing they like work. Ask them to write their lesson on their slates, and bring their slates to their class with them, and let the teacher look at what they have done. A few simple figures in drawing on the board, with a request that they will repeat each figure five or six times, will keep their attention for half an hour.

Do not keep the small pupils in the school-room too long. Nature is their best teacher. Let them out half the time, and on the playground they will receive their first great lessons in natural history. Let not the word "if" be used. Pupils soon get accustomed to a threatening teacher, and will think what they are doing is right if the teacher do not find them out.

Give the pupils a few minutes several times in the forenoon and afternoon to ask any questions from the teacher or from each other. Let the teacher pass round the room at this time, and answer the questions. Tell one the lesson, another the meaning of a word, give another the privilege of getting a book or slate from his brother or sister. Do not try to prevent unnecessary noise, though we should exert ourselves to reduce that noise to a minimum. It is impossible for forty or fifty pupils to be in a room and have as much quietness as if no person were present.

Make few, very few rules, but carry out those you do make. I remember the first day I went into my school. I had carefully made out beforehand a tabulated form of offences and the punishment due to each. The awful threatenings of that list were never carried out. One of the rules was that "whoever broke a pointer," a very nice one, "was to receive two slaps." To my utter horror, a young lady, whom I had hardly dared to look at, accidentally committed this offence. She came and acknowledged the crime; the boys and girls stood a little aloof, but quickly took in the whole scene. I did not punish her, of course, and out rushed the boys whooping and yelling. How my heart sank! I saw in a moment my prestige was gone. I have never been guilty of the same imprudence since. In conclusion, I would recommend the practice of taking away *pri-ilege* for infraction of law and order.

## THE REPORT OF THE GREEK QUESTION.

The Syndicate appointed to consider the memorial presented to the University on the subject of the obligation of passing an examination in Greek have issued their report. They state that in June they addressed circular letters to the memorialists, head masters and assistant masters of schools, copies of which and the replies are printed in an appendix. The Syndicate are of opinion that there is good reason to believe that the existing obligation to satisfy the examiners for the previous examination both in Greek and in Latin excludes from the University a number of able and industrious students educated in schools in which Greek is not taught, or in the modern departments of classical schools. The Syndicate are of opinion that this exclusion is injurious, not only to the students, who are deprived of the advantages of residence and study in the University, but also to the schools and departments of schools thus dissociated from the University and to the University itself. The Syndicate therefore recommend:—

1. That the existing obligation to satisfy the examiners for the previous examination in two classical languages be relaxed (a proper substitute being provided for the language omitted) in the case of candidates for honors who may desire it.

It would seem that a knowledge of the two principal languages of Continental Europe might fairly be recognized as a substitute for that of Greek or of Latin, especially as particular attention is usually given to modern languages in those schools and departments of schools in which Greek is not taught. The Syndicate therefore recommend:—

2. That, in the case of those candidates for honors who do not take up both the classical languages French and German be accepted in place of one of them.