

THESIS.

Subject: School Manners.

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In the first place what is meant by school manners?

The ordinary use of the term restricts us to that personal deportment in our intercourse with one another in society.

When persons are brought together without previous knowledge of each other, there is a code of formal manners which has been adopted by common consent, that relieves the situation of much of its awkwardness.

There can be no set rules given in which good man-

manner in the school-room may be based. Manners depend upon the temperament of the child, who will imitate the manners and actions of the one recognized as leader or teacher; and no rule or precept is half so good as an excellent example of gentle manners placed before the imitative child.

- While in training for a teacher everyone should be very careful to form manners and habits that will

be agreeable to others and be an excellent example by which young children may be guided. It is folly to neglect to educate the child without teaching him good manners. Of what use to teachers or others will the best education be when accompanied by gruff and unpleasant manners.

What parent, that has the welfare of his child at heart, would be willing to have him taught by such a one? It would be contrary to nature; a parent sends his child to

school that he may be developed both in mind and manners.

The child comes to school with a few ideas. These are to be taken into account and other ideas to be developed in the mind. The child commences to learn first by imitation; then his perceptive faculties are awakened and last of all the reasoning powers are developed.

Little by little as we watch the child's mind unfolding like the petals of a rose,

we see our own manners and customs aped, and after a while becoming the manners and customs of the child. Politeness or manners not only assists the teacher but everyone, all through life.

In teaching there should be no time as fixed as the laws of the Medes and Persians, when the teacher must give his scholars a lesson in manners; but every opportunity that presents itself must be seized and made the most of.

An unmannerly act should be corrected immediately, and the consequences of bad conduct shown to the pupil.

In older times lessons in manners were given as extras and charged for as high accomplishments. Manners should be taught whenever some little act gives an opportunity to instil truths into the mind of the child.

Remember that you must be polite to the pupil if you would have him be polite to you. If the teacher shows his appreciation

of the politeness of the pupil, it will stimulate him to be more polite; and by and by he will become so accustomed to being polite to the teacher that he will insensibly be polite to everyone with whom he comes in contact.

It is just as easy to journey through life giving others pleasure, and making them glad to see us and know us, as it is to dress finely to please the eye. It is not fine clothes that gives this pleasure, it is the cultivated heart that is continually looking after the good of others.

How often the teacher forgets to be polite, and to show that he appreciates little acts of kindness which are performed for him. He seems to think he is only employed to place so much knowledge in the mind of the child; and he forgets that he is forming the soul; he neglects giving him the best of lessons of all kinds at all times.

Many of the parents in the United States do not take time to teach their children politeness, and if they are not taught this important

branch of culture in school,
they will be compelled to pass
through life ill-mannered,
always hurting the feelings
and offending the tastes of
well bred people. Then let us
all be very careful to train
the young child aright.