

LESSONS ON MANNERS

FOR

SCHOOL AND HOME USE

BY

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"A beautiful beginner in the finest of the fine arts." — EMMERSON.

BOSTON
LEE AND SHEPARD PUBLISHERS

10 MILK STREET

✓ Eduet 5378.54,940

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June 14, 1928

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LESSONS ON MANNERS.

INTRODUCTION.

It is true that good manners, like good morals, are best taught by the teacher's example. It is also true that definite lessons, in which the subject can be considered in its appropriate divisions, are of no little value if we would have our children attain to "that finest of the fine arts, a beautiful behavior."

Such lessons should be as familiar and conversational as possible. They ought to be talks rather than lectures; and the children should be encouraged to do a large part of the talking. Children that come from homes where good manners are taught and practised, will be glad to repeat the precepts of politeness learned in the home circle; and those less favored will not want to be behind in this hitherto unstudied branch. We must remember that many children hear no mention of politeness outside the school-room, and are uncouth and rude, not so much because they choose to be, as because they do not know how to be otherwise.

I have used in my own schools of different grades a series of simple lessons, varying both matter and method according to the age and capacity of scholars. The good results have been marked, not only in the

school-room, but at home and in public places; and years afterwards scholars have expressed their grateful appreciation of this instruction and its value to them in every-day life. I have thought that the publication of these outline lessons might be a help to other teachers also, in the way of offering suggestions and saving time in preparing lessons for their own classes.

For some classes the lessons as arranged in this little book may be too long, for others too short. They are outlines merely, to be filled in and supplemented by each teacher, adding to, taking from, and varying them at her discretion.

It may seem unnecessary to touch upon such simple things as some that are spoken of. The teacher, perhaps, cannot remember when these axioms were not familiar to her; but let her put questions to the children concerning them, and she will find in many schools that to half the pupils she is talking in an unknown tongue. Matters are mentioned which do not concern them now so much as they will a few years later; as, for instance, conduct at places of amusement and in company; but in these things, as in all other studies, boys and girls are learning

to have a familiar talk with the children on the things coming from them, as far as it can be done, in the cases of behavior which the teacher wishes to impress upon them. When she can illustrate a point by a story, the impression will be deep-

ened. It is well also to speak of acts which have come under the teacher's eye in the school-room, on the play-ground, or on the way to school, and let the children decide whether these were polite or impolite, and why. This will make the whole matter more real to them, and, if they are encouraged to furnish illustrations, they will open their eyes and find them in their own little worlds. We want our children in school, from the youngest to the oldest, to notice a breach of politeness as quickly as an error in recitation. A little girl of five from a wretched family, who had proved an apt scholar in the branch under consideration, one day performed some trifling service for an awkward little new scholar. I shall never forget her look and tone of amazement as she turned to her teacher with, "Why! he didn't say 'Thank you.'"

At the time of the next exercise, I would have the children reproduce from an outline placed upon the blackboard the precepts deduced from the previous talk, not insisting upon any form of words, but encouraging them to use their own. This will be also a good oral exercise in language. If the scholars are old enough, this oral review can be put upon paper, either at this time or for a composition exercise another day. Nothing except practising the precepts will so fix these in their minds.

If the teacher thinks best, a copy of this manual may be placed in the hands of each scholar, and the lesson prepared like other lessons, from the printed

school-room, but at home and in public places; and years afterwards scholars have expressed their grateful appreciation of this instruction and its value to them in every-day life. I have thought that the publication of these outline lessons might be a help to other teachers also, in the way of offering suggestions and saving time in preparing lessons for their own classes.

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My plan would be to have a familiar talk with the children one day, drawing from them, as far as it can be done, the rules of behavior which the teacher wishes to impress upon them. When she can illustrate a point by a story, the impression will be deep-

ened. It is well also to speak of acts which have come under the teacher's eye in the school-room, on the play-ground, or on the way to school, and let the children decide whether these were polite or impolite, and why. This will make the whole matter more real to them, and, if they are encouraged to furnish illustrations, they will open their eyes and find them in their own little worlds. We want our children in school, from the youngest to the oldest, to notice a breach of politeness as quickly as an error in recitation. A little girl of five from a wretched family, who had proved an apt scholar in the branch under consideration, one day performed some trifling service for an awkward little new scholar. I shall never forget her look and tone of amazement as she turned to her teacher with, "Why! he didn't say 'Thank you.'"

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page. This course would diminish the amount of blackboard writing.

Let the teacher, when it seems wise, commend acts of politeness in her scholars. If they know she sees and appreciates their efforts, they will redouble them.

It should be her constant aim to lead her scholars so to think on these things that are lovely and of good report in the province of manners, as well as in the higher one of morals, to which it is so closely allied, that thinking may take the shape of doing, and doing may crystallize into habit.

LESSON I.

OUTLINE FOR BLACKBOARD.

MANNERS IN GENERAL.

Quotation about manners.

Golden Rule.

Need of constant practice.

Learning by observation.

Quotation.

LESSON I.

MANNERS IN GENERAL.

It has been said, "Manners are something with every one, and everything with some."

Strangers will judge us entirely by our manners, since they cannot know, as our friends do, what is beneath this outward behavior.

The Golden Rule is the foundation of true politeness, which must spring from kindness of heart. If we earnestly try to do to others what we would have them do to us, though we may through ignorance disregard some points of society etiquette, yet we can hardly be impolite.

Good manners cannot be put on at pleasure, like an outside coat, but must belong to us. We have all seen veneering on furniture. At first the cheap pine article may look as well as if it were made of the costly wood with which it is covered; but in the wear and tear of every-day use the veneering will come off in places, showing the common wood beneath. So it will be with our manners. If they are not solid and real throughout, the thin covering of politeness will break off here and there, especially when exposed to hard usage, and the real stuff we are made of will be revealed.

If we carefully observe persons of fine manners, we shall learn much that can be learned in no other

way. We must not think we are too well informed to be taught on this or any subject, but keep our eyes and ears open, and be always ready to learn a "more excellent way." The greatest advantage to young people of being in good society is the opportunity to learn by observation.

We began this lesson with a quotation, and we will close by another worth remembering: "Politeness is like an air-cushion; there may be nothing solid in it, but it eases the jolts of this world wonderfully."

LESSON II.

OUTLINE FOR BLACKBOARD.

MANNERS AT SCHOOL.

- Entering and leaving room.*
- Laughing at mistakes or accidents.*
- Conduct if accidents occur.*
- Treatment of new scholars.*
- Conduct when visitors are present.*
- Raising hands.*
- Rights of property.*
- Distributing and collecting materials.*
- Conduct at looking-glass and drinking place.*
- In relating occurrences, when to speak of one's self.*

LESSON II.

MANNERS AT SCHOOL.

We must not forget to say "Good morning" to the teacher when we first see her before school; or, if we stop after school to speak to her, "Good afternoon" when we leave. If a boy comes back into the room after dismissal, he must remember to take off his hat.

It is rude to laugh at mistakes or awkwardness: nothing is more ill-bred as well as unkind. If an accident occurs, we should not laugh, unless it is so amusing that all can join without hurting the feelings of the one concerned.

If an accident happens to the dress or property of teacher or classmate, we should offer our assistance quietly, if we can be of use, or else not appear to see it, and by no means call attention to it.

We ought to try to make a new scholar feel at home, — help him to become acquainted with the others, tell him the rules and customs of the school, and assist him at first in his lessons if he needs it. We ought not to stare at him when he enters or rises to recite, or smile if he makes a mistake. It is kind to draw him into games at recess until he forgets he is a stranger. We should be especially careful to do all this if the new scholar is poorly or peculiarly dressed, or is crippled, or unfortunate in any way.

When visitors are present, we must be sure to behave as well as at other times. If reading or singing is going on, we should pass them a book, handing it properly, and should treat them as politely as if they were at our houses. When the teacher is engaged with company, we should not disturb her with unnecessary questions, but busy ourselves until she is at liberty.

To raise hands when it can be avoided is an impolite interruption of school work, and is as rude as talking too much in company. To raise the hand when a teacher or scholar is speaking is the same thing as to interrupt them with a remark or question.

We must respect the rights of property. It is wrong to take a garment, book, or other article before or after school without asking permission. If anything is borrowed, it should be returned promptly with thanks.

If we are distributing materials to the class, we should hand articles quietly and politely to each in turn, and in collecting never snatch a book or paper.

When a number of scholars are waiting for a drink, sometimes see them crowd and push, each trying to serve himself first. It makes us uncomfortable at a watering-trough. The little know no better, but boys and girls do. The right way is for each to stand back and wait his turn. This is not only the pleasantest but the quickest way for all to be satisfied. If boys and girls are standing together, every gentlemanly boy will wait for

the girls to drink first, and the girls should accept his politeness in a polite manner.

The same remark applies to conduct in the dressing-room before school. Scholars should quietly wait for others to hang up clothing and use the looking-glass, instead of pushing forward to secure the first chance.

These early habits of courtesy or rudeness will cling to us through life. When we see people rushing for the best seats in cars or steamboats, and crowding others aside at counters and railroad restaurants, we may be reasonably sure they are those who, when boys and girls at school, pushed others away from the looking-glass and the drinking place.

In speaking of occurrences, we must not say, "I and James went." We ought to speak of ourselves last in all cases, except where mischief has been done, when we should relate our own share first.

OUTLINE FOR BLACKBOARD.

MANNERS ON THE STREET.

Why especially important.

Noisy and boisterous conduct.

Calling to any one across the street.

Obstructing the sidewalk.

*Meeting and passing persons, crossing
over, and taking leave.*

Returning salutations.

Carrying an umbrella,

Eating in the street.

Throwing things on the sidewalk.

Marking walls and fences.

*Looking at windows of private houses
and pointing at objects.*

Staring at or laughing at infirmities.

Answering questions.

Offering assistance. Incidents.

OUTLINE FOR BLACKBOARD.

MANNERS AT HOME.

Why most important of all.

Politeness to parents.

Politeness between brothers and sisters.

*Politeness to servants. Illustrated by
story.*

Treatment of company: —

*Grown-up company, — callers and
visitors, — young company.*

OUTLINE FOR BLACKBOARD.

MANNERS TOWARD THE AGED.

Respectful treatment at all times.
Mistakes in grammar and pronuncia-
tion.

Attention to remarks and questions.

Patience in repeating answers.

What to talk of and read to them.

Waiting upon them and saving steps.

Giving them the best seats.

Helping them first at table.

Giving up seats in cars and public
places to them.

Never letting them feel in the way.

OUTLINE FOR BLACKBOARD.

MANNERS AT THE TABLE.

Promptness in coming to the table.

When to be seated.

Waiting one's turn to be helped.

Beginning to eat before others.

*Asking for articles of food, — how,
when, and where.*

Criticism of food on the table.

Use of napkin, knife, fork, and spoon.

Haste in eating.

Attention to wants of others.

Conduct in case of accidents.

Mention of unpleasant subjects.

Use of toothpick.

When and how to leave the table.

Quietness of movement.

Observance of table manners in others.

OUTLINE FOR BLACKBOARD.

MANNERS IN SOCIETY.

Entering and taking leave.

Removal of hat and care of wrappings.

Various courtesies.

Staring at or speaking of defects and infirmities.

Treatment of accidents and mistakes.

Whispering, laughing, and private conversation.

Attention to one's dress or matters of toilet.

Sitting still gracefully.

Inattention to the company we are in.

Introductions.

Giving proper titles.

Attention in conversation, — illustration.

Attention to reading or music.

Looking over another's shoulder.

Reading letters.

Interest in what is shown us.

Asking questions of strangers.

Contradicting statements.

Doing our part.

OUTLINE FOR BLACKBOARD.

MANNERS AT CHURCH.

Punctuality.

Manner of entering.

Courtesy toward ladies.

Courtesy toward strangers.

*Whispering, laughing, and moving
about.*

Dress at church.

Turning the head to see who comes in.

Attention to the service.

Dropping hymn-books.

Manner of leaving.

OUTLINE FOR BLACKBOARD.

MANNERS AT PLACES OF AMUSEMENT.

Punctuality.

Finding seats

Waiting with quietness.

Gazing about and making criticisms.

Talking and laughing,—story.

Looking at watches and o'clocks.

Applause.

Doing fancy work.

Courtesy to others.

Time and manner of leaving.

OUTLINE FOR BLACKBOARD.

MANNERS IN STORES AND SIMILAR PUBLIC PLACES.

Shutting doors.

How to ask for articles in stores.

Making trouble for clerks.

Handling goods.

Finding fault with articles or prices.

Courtesy to other customers.

Courtesy to clerks.

Conduct in the post-office,—entering

*in crowds, not waiting for others,
noise and rudeness.*

Visiting railroad stations.

Two things to consider.

OUTLINE FOR BLACKBOARD.

MANNERS IN TRAVELLING.

Politeness in the waiting-room.

Buying a ticket.

Getting on and off the cars.

Obtaining and occupying seats.

Offering seats to ladies.

Leaving seats temporarily.

Talking, laughing, and eating.

Taking a seat with another.

Courtesy toward officials.

Courtesy toward fellow-travellers.

Conduct if delays occur.

Behavior at places for refreshment.

A French boy's politeness in travelling.

OUTLINE FOR BLACKBOARD.

MANNERS IN BORROWING.

Care of borrowed articles.

What not to borrow.

How to return a book.

Returning an equivalent.

Promptness in returning,—anecdote.