

# TEN SCHOOLROOM ADDRESSES

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Ten schoolroom addresses by J. P. Norris

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**J. P. NORRIS**

**TEN SCHOOLROOM  
ADDRESSES**



# TEN SCHOOLROOM ADDRESSES

EDITED BY

J. P. NORRIS, D.D.

ARCHDEACON OF BRISTOL,  
AND SOMETIME ONE OF HER MAJESTY'S INSPECTORS  
OF CHURCH SCHOOLS.

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## PREFACE TO THE NEW EDITION.

THESE Addresses were published thirty-six years ago, and have been a long time out of print. But remembering how useful they were to myself and many others, and believing that our elementary schools, vastly improved as they are, have still something to learn from their humble predecessors, I willingly accede to the suggestion of my friends, and through the kind offices of the Christian Knowledge Society commend them once again to teachers of young children.

The reader will see at once that these pages were written by one who knew nothing of the *Model-Lessons* placed in the hands of students in our modern Training Colleges. But just as some of us find home-made bread more digestible than the machine-made loaves of our wholesale bakeries, so there may be something in these homely counsels more palatable to children than the most skilfully arranged lessons of a trained teacher.

That wonderful work of God, the growing child should grow altogether, in body mind and spirit. And whoever would train that growth aright, should train it in all that goes to make up character,—not in book-learning only, but in the affections of the heart, in the sense of

responsibility, in the consciousness of God. It may be that some of our teachers, pressed as they are to prepare their pupils to pass good examinations, are giving less attention than they otherwise would to those other far more important 'results' which no examiner can measure—the formation of good habits. And yet, unless education include this, it can never satisfy Milton's definition as 'the repairing of the ruin of our first parents.'

It is because I seem to discern this definition of Education underlying these simple lessons, that I have asked permission of the authorities to republish them.

J. P. N.

*June 24, 1885.*

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#### PREFACE TO THE ORIGINAL EDITION.

THE Editor of these MSS. has been at some loss to find a title for them. They were written at his own request, to be read to a class of children from ten to twelve years old, at a Parish School. He has found them so well adapted to win the attention of children, and so useful to himself as models for extempore addresses, that he has been induced to publish them.

*August 8th, 1849.*

## GOOD MANNERS.

**D**ID you ever hear of a school where they charged twopence a week for teaching manners? There used to be such schools, but I do not think you could find one now. If any master or mistress now were to talk of "teaching manners" in that way, as they might talk of teaching arithmetic or geography, I think people would laugh at them. Is this because English boys and girls in these days do not need to be taught manners as much as their fathers and mothers did, thirty or forty years ago? I am afraid we cannot say that. Is it because school masters and mistresses have found that there is no use in trying to teach manners, and so have given it up in despair? Surely not. Is it because our schools are so much improved, that we may take it for granted that every boy and girl that goes to school will be taught manners without anything being said about it? Whether it be so now or not, I think that those



who manage schools hope it soon will be so, and that this is the reason why they have given up speaking of manners as something to be taught separately, in some schools and not in others—to some children and not to others.

I have used this word "manners" six times already, and perhaps some of you are wondering what I mean by it. There are many things which seem trifling, we do not think or speak seriously about them, and yet there are two ways of doing them, a good and a bad way; and it is much better for us and for everybody about us that we should take the good way. All these things belong to what I call "manners." Everybody knows that good manners are very important to a servant, but most of you perhaps are never likely to be servants. Suppose any one to say, "I never mean to be a servant—I mean to be my own master—why should I plague myself about manners? What is the use of saying 'Sir,' or 'Ma'am,' or 'Thank you,' or 'If you please' ? What is the use of going out of my way to open a gate for

that woman, or to hold a horse for that man? What is the use of bowing and curtseying, and all that?" And suppose he were to get other people to agree with him that there was no use in all this, and that we were all to give it up accordingly, what a surly disagreeable set of people we should be! We should be like parts of a machine that wanted oil, all creaking and rubbing against one another. From speaking roughly we should get to feeling roughly, and the end of it would be to make everybody thoroughly uncomfortable for want of *good manners*. If you ever knew anybody that seemed to go upon this plan, you will see what I mean. Such a one would very likely do a great thing for you—if he saw you badly hurt he would take you home—if your house were on fire he would help you to put the fire out; but he would let you go into the dirt rather than step out of his way for you; if you asked him to do you some very small everyday kindness, he would probably say no; and if you spoke to him, ten to one you would get a rude answer, or none at all. Now of course

this is much better than good manners without good feelings—but why not have both? It is a great mistake to suppose that roughness and honesty are akin. They sometimes go together, but they have nothing to do with each other. There is a kind of smooth-spoken civility which, you can see, is put on and has no truth in it, and which is very disagreeable indeed; but this is quite different from real good manners, which are as honest and straightforward as they are pleasant to meet with. Thorough kind feelings will make you wish to do good to other people in little things as well as in great. If it be only a good-humoured word or look when you meet them, picking up anything they have dropt, making a bow or curtesy to any one to whom you owe respect, being quick to do any little thing for them, and to see what you can do, even without being asked; or in school taking up as little room as you can; sitting or standing straight and quiet, so as not to shake or push against any one; looking up, and speaking so that you can be heard; taking care not to be in