

and religious training alone can make them truthful. Without this training they are certain to grow up into habits of untruthfulness. Liars of every grade, from the gentle equivocator to the deliberate, malicious falsifier, are found in almost every school. They need to be watched, taught, reformed. By many good and wise teachers, truthfulness in all its purity and nobleness is faithfully inculcated, and conscientiously exemplified. By many, less good and wise, falsehood is taught by precept and example. This bad teaching is given in various ways:—

1. Children are taught to lie by a teacher who gives them false reasons for his acts. He has an object to accomplish, which he would conceal from his pupils; he therefore presents an untrue reason, or unreal motive, instead of the true or real one.—For example: At the public examination of a certain school, the teacher of one class said in a low tone to the poor scholar at the foot, "You needn't recite to-day. We shant have time to hear you." The boy instantly replied, "Is that the true reason, sir?" The teacher had lied to the boy, and the boy knew it. What effect that one lesson may have had, time will tell. Children are quick to detect departures from truth on the part of the teacher. They are equally quick to say, "If our teacher does such things, it is right for us to do them." If a teacher is detected in a single instance of falsehood, his moral power over his pupils is weakened—perhaps destroyed.

2. Children are taught to lie, when they are trained to seem to know more than they do know. This is a too common mode of giving this kind of instruction. Public examinations of schools, if real examinations, are highly useful; but if, as is frequently the case, they are shams and humbugs, they are exceedingly pernicious.

When, preparatory to an examination, one part of a book is assigned to one scholar and another part to another, and afterwards they are made glibly to recite their several parts in such a manner as to say in substance to the public, "This is a fair specimen of our knowledge of the whole book,"—the examination is a downright lie. The children have learned a dreadful lesson.

We once heard at an examination a brilliant exercise in mental arithmetic. We afterwards said to a girl who distinguished herself in the exercise, "Did you know that you were to recite the particular examples which you performed?" "I did," was the answer. The class was deliberately taught to deceive the public.

One of our former teachers, wishing a class in spelling to appear well, drilled the class upon six words on each page of the spelling book. At the close of the term we seemed to the assembled audience to know every word in the book. The teacher and the pupils knew how great a falsehood had been told.

Many a brilliant examination, that has elicited admiration and applause, has been nothing but a deliberate sham—an outrageous swindle. In a moral point of view, the man who thus deceives the public is as blame-worthy as the man who obtains money from his neighbour by false pretences—aye, even more so; for the man who swindles for the sake of money injures but one person, perhaps, pecuniarily, and no one but himself, morally; whereas the teacher who strives to gain applause dishonestly, does so at the cost of the moral character of every one of his pupils. "If it is fair to cheat in school, it is fair to cheat elsewhere!" So say quick-judging boys and girls.

3. Children are taught practical lying by a teacher who pretends to be doing what he is not doing. For the sake of detecting scholars in wrong acts, the teacher sometimes makes a pretence of being profoundly inattentive to what is going on in the school room, while every child possessing a particle of brains knows that the teacher is eagerly watching for any violation of rules.

We remember a teacher who used to spend a large part of his time in seemingly profound study. With his book before him and his eyes shaded by his hands, he said by his actions, "Boys, I am studying. I shall not see you, if you do play." But the boys soon learned that when the master thus told them he was not looking, he was looking very sharply between his fingers. They soon learned to say, "That is a game we can play as well as you," and they played it. The lesson in acting falsehoods was quickly learned.

4. The making of promises that are not fulfilled, and the uttering of threats that are not executed, tend to make children think lightly of untruthfulness. The sacredness of one's word cannot be too carefully guarded.

These are but a few of the ways in which children in school are taught to speak and act falsehoods.—Believing that teachers have much to do with the moral character of their pupils, exerting an influence upon them which can never cease, we hold it to be the duty of every teacher to be open, above-board, true, in all his dealings with his young charge, and to utterly abhor all shams and false pretences. If a man cannot sustain himself in school without lying and swindling, thus teaching his pupils to lie and swindle, let him abandon school-keeping, or die, or do something else equally useful to the public.—*Resident Editor Massachusetts Teacher.*

IV. Papers on Practical Education.

1. VALUE OF FEMALE TEACHERS IN COMMON SCHOOLS.

The practice of employing female teachers for consecutive terms is yearly gaining ground in our rural districts, and we rejoice that it is so. In a majority of the districts of the State, it would be far better to employ lady teachers, term after term, than to have the frequent changes now so common. We believe that our best female teachers are fully competent to instruct and govern a large proportion of the schools of the State, and we see no good reason why they should not be employed and liberally compensated for their services. These schools do not offer sufficient inducement for male teachers, as permanent situations,—and therefore we would urge upon such districts to give more of permanence to their schools by employing female teachers for consecutive terms. We fully concur in the following views contained in a late report of Rev. B. G. Northrop, Agent of the Mass. Board of Education.

"The leading objection to the policy of employing permanent female teachers in our common district schools, is founded on the supposition that delicate and timid women will not succeed so well in the government of schools in which rough and refractory boys are gathered together. This is a very common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was the prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration bears a near affinity to this antiquated notion. During the present winter a competent teacher was rejected, on examination in one of our towns, because the committee judged, from his smallness of stature, that "he would not be able to whip the larger boys." A tall and stalwart man was therefore secured, who, relying on his physical strength, and seeking only to govern, failed at once in every thing else, and after two short weeks even in that, and gave up in despair. Horace Mann well said: 'A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, such a superiority in attainment as is too conspicuous to be questioned.'

"A silent moral power ought to reign in the school room rather than ostentatious and merely coercive measures. Its influence is more happy, effective, and permanent. Corporal punishment may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consists in the prevention rather than in punishment of offences,—in cultivating the better feelings of our nature, truthfulness, generosity, kindness and self-respect, love of study and a sense of duty. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway, even upon the rudest and most unmannerly youth. A striking illustration of this influence over the most turbulent elements I witnessed in one of our State Reformatory institutions, a few weeks since. A division of these rough boys, unmanageable in the hands of their former teacher, and often needing the sternest discipline, under a new teacher of great skill, patience, and genuine kindness, was soon won to obedience and attracted to order and studiousness; interest was awakened, ambition excited, and hearts all unused to love, and still more, to be loved, were strangely inspired with respect and affection for their teacher. Even upon these rough boys there was a silent power in the very face of their teacher, beaming with love for them and enthusiasm in her truly noble work.

"Females seem to be better adapted by nature to teaching little children. Male teachers seldom leave their impress clearly marked upon young pupils. They lack the requisite gentleness, the patience and perseverance in little things, the quick discernment of character, the instinctive power to inspire the youthful spirit and arouse its latent powers. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the needful impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

"Facts on this point may be more satisfactory than arguments. In a certain school which I visited under both administrations, the last male teacher utterly failed in the maintenance of order, although highly favored with the old essentials of a good disciplinarian, "tall and stout," and although he used the rod with merciless freedom and severity, his authority was nevertheless openly resisted. A female teacher has since, without difficulty, governed the same school, numbering over fifty pupils, of whom fourteen were over fifteen years of age, five over seventeen and one over twenty. Her government was easy and persuasive, yet dignified and firm. Her