

6. A TALK WITH MY BOYS ON HONESTY AND CHEATING.

We have a few spare minutes, boys. Shall we have another familiar talk together? Very well. Let us talk to-day about honesty and cheating. As you were playing marbles at recess, I heard Master John exclaim, "Now Jim, stop that!—no cheating!" I don't know whether "Jim" was cheating or not; I hope he was not. But, at any rate, it will do us no harm to consider, for a moment, the subject of cheating. We have not time to talk about all kinds of cheating: but if you will give me first-rate attention, we'll note a few of them.

First of all,—you may cheat yourselves. How is that? When you shirk out of any duty; when you get others to do what you ought to do for yourselves; when you unnecessarily stay away from school; in a word, when you do anything which tends to deprive you of the advantages which you may derive, and ought to derive, from your school,—then you cheat yourselves. You imagine, perhaps, when you escape tasks assigned you, that you are doing a shrewd thing, and getting advantage of your teachers; while the fact is, you are defrauding yourselves. This is a kind of dishonesty which will one day appear, to all of you who indulge in it, a very expensive one.

In the next place,—you may cheat one another. You may do this in your sports. You all know how that is done. *Done in fun*, do you say? Perhaps so; and perhaps not. At any rate, the habit of taking dishonest advantage of another is easily formed; and, if allowed in small things, will by-and-by show itself in large things. If Master James permits himself to cheat in his plays, the habit of dealing unfairly will grow upon him; and when, within a few years, the temptations of money-getting assail him, he will find it no easy matter to deal honestly with all men. No man becomes a grossly dishonest man all at once. Unfairness in many small things almost always precedes the act which stamps a man with the brand of dishonesty. Therefore, my boys, don't deem it a trifling matter to cheat in your sports. Be honest in the smallest things. You don't like to be cheated yourselves, even for fun's sake. Do at all times as you would be done by. Be unselfish enough to deal fairly. Cultivate a high spirit of honor and honesty—they generally go hand in hand. Scorn every kind of cheating in your relations with one another, whether it be in your sports or in competitions in the school room. Never attempt to put yourselves up, or others down, by means that are not perfectly honest. What do you think, boys? Is this good advice? Yes, sir. If so, be careful to follow it.

Now, boys, I have a case involving a question of dishonesty of a sort different from those we have been talking about; and I want you to help me in deciding it. I took from the post office this morning a letter upon which was a stamp that had not been defaced. Here you see the stamp, fresh as ever. Now, the question I wish you to answer is this: Will it be honest if I use this stamp upon another letter? Yes, sir, and No, sir, I hear you say. How many say Yes, sir? Hands up. How many say No, sir? About equally divided. Well, you may discuss the matter a little while, and then I will briefly sum up what you say.—That will do for the discussion, boys. Now for the main points. Edward says that the stamp ought to go for the face of it; that it is in my hands honestly; that it is the postmaster's fault, and not mine, that the stamp has not been defaced; and that if I do use it again, it won't harm anybody. So say some other boys. On the other hand, Master John and others say that the stamp, having been once used, ought to have been defaced; that I have no right to take advantage of a postmaster's neglect; that the government sold the stamp for three cents, and, having conveyed the letter according to agreement, the obligation of the government, so far as this stamp is concerned, has been fulfilled, and it is under no obligation to carry another letter without additional pay; that, under the circumstances, if I use the stamp I shall cheat the government.

I think that Master John and those who agree with him are right. The stamp does not belong to me. I gave nothing for it. It has done all the government promised it should do—carried one letter. Suppose that a man pays me a debt, but neglects to take a receipt. Would you call it honest if I were to attempt to make him pay it again? The government received three cents for this stamp, and promised to carry a letter. It has fulfilled its promise. Would it be honest to compel it to pay again? No, boys. In our dealings with the government—that is, with the people of the country—we ought to be as strictly honest as we are expected to be in dealing with our neighbours. A man who defrauds the town, or the state, or the country, by a false return of taxable property; by concealing his property so as to avoid taxation; by a false oath at the custom-house; by furnishing the public authorities with a poor article in place of the good one which he has contracted to deliver, or who in any way defrauds the public as represented by the public officers, is

just as much a rascal as is the man who swindles his neighbour, and is therefore condemned to prison.

Learn to be honest, boys. Don't cheat in things small or great. Keep yourselves far above suspicion. Every "Jim" must be careful not to give any "John" an occasion to cry, "No cheating!" You may go.—*Massachusetts Teacher.*

VII. Educational Intelligence.

—TORONTO CITY SCHOOLS.—On the 28th July the successful competitors at the recent combined examination of the pupils attending the city schools, were presented in the St. Lawrence Hall with the scholarships, prizes, and certificates of honour which had been awarded them. The Hon. Mr. McMurrich took the chair, and upon doing so he said in consequence of the absence of his Worship the Mayor, from the city, the duty had devolved upon him, as Chairman of the Board of School Trustees. He regretted the absence of the Mayor, who, he was aware, took a lively interest in the prosperity of the schools. They had met for the purpose of presenting the scholarships, prizes, and certificates of honour awarded to the successful competitors at the recent combined examination. He then went on to say that, notwithstanding that much had been said against the common school system, he had to congratulate the citizens upon its efficiency. (Applause.) He was glad to say the schools were doing good work. They possessed nine school-houses in the city, six of which were superior buildings, two smaller ones, and another, which was recently opened on Centre Street. (Hear, hear.) In referring to the school estimates he pointed out that taking the mean between the registered number of pupils, the monthly and average attendance, each pupil cost the city only about \$339 per annum; a fact which showed that the schools were economically managed. The whole cost of maintaining the schools did not exceed \$26,000; only \$23,000 of which the citizens were taxed for, \$3,000 being the government grant. He then proceeded to remark that he thought a change for the better might be made in the present school system, by blending the free with the rate-bill system. He favoured the establishment of primary schools, and also of a high school for the larger pupils. He did not wish to be misunderstood, however, as he did not wish to go for a rate bill system without the free system connected with it. (Hear, hear.) After touching upon some other matters, including the benefits derived by having an opportunity of sending pupils to the Grammar School, he took his seat amid applause.

After the report had been read the pupils were called upon the platform in regular order, by the Rev. Mr. Porter, local superintendent, and presented with the scholarships, prizes and certificates of honour, by the chairman, who complimented them upon their success, and encouraged them by kind words to further perseverance in their studies. The proceedings were highly interesting, the audience warmly applauding the children upon their success. Principal Willis was then requested to address the meeting. He expressed his great gratification at being present. When he entered the room he had supposed he could not remain over a quarter of an hour, but he was so interested with the proceedings that he had stayed much longer than he had anticipated. Indeed he had never enjoyed himself more than he had on the present occasion, in witnessing the presentations to the pupils. He was present at one of the local schools, yesterday, and was much interested, but not more so than on the present occasion. He advised the pupils to increased diligence, and congratulated their parents on the success of their children, and the public upon the possession of such an excellent system of education. He was particularly struck and pleased with the great improvement, as stated in the report, that had taken place in orthography within the past year. Having again complimented the pupils, he took his seat amid applause.

Rev. Dr. Ryerson next addressed the meeting. (For his remarks, see page 136.) In conclusion, he begged to introduce to the meeting the Rev. Mr. Fraser, who had been appointed by the Imperial Government to enquire into the state of education in this country and in the United States, with a view to improving the educational condition of the middle classes of England, and who had been introduced to him by a letter from the late Governor-General of this Province, Sir Edmund Head. (Applause.) Rev. Mr. Fraser, in rising to address the meeting, said that when the chairman had asked him to say a few words he had consented to do so, because he had always found it easier to say yes than no; and when the Secretary stated that in addition to the 125 circulars he had sent eleven invitations to gentlemen, asking them to be present to address the meeting, he was