

of a certain place are said to be paved with such.

The child who is taught to feel and act these, becomes more and more self-respecting, more and more sturdily upright, and less and less likely to be tempted from the path of rectitude. The mere fact that his manners are good—that he is neat and clean—tends to raise himself in his own esteem and keep him from low vices. Many a one who placed his foot on the lowest round of the ladder by merely performing some act of kindly courtesy has climbed into power and affluence by continuing to win approval in the same simple manner.

But time will not permit me to continue. I must bring this to a close by merely mentioning more definitely the three forces concerned in imparting a proper deportment to the child.

The first of these may be called the social forces and include the influence of parents, companions and teachers. These are external and objective.

The second are internal and subjective, such as the feelings arising in the child himself from being a member of the family, school or community.

He naturally feels that he occupies a certain position—has certain duties to perform and responsibilities for which he is accountable. He has a certain line of conduct to maintain and a certain reputation to uphold.

The third are those which are inherent in the child himself. His individuality, the result of heredity.

I cannot discuss these in detail, but will simply call attention once more to the one in which we are most interested—the teacher.

As a social force the influence of the teacher is supreme. The child is early brought under his control and his influence for good or evil, directly and indirectly, is all powerful.

Directly, for it is of no small importance to his moral well-being how the pupil behaves, how he enters the building, salutes the teacher, lays aside his wraps, takes his seat, sets himself to work, comes to his recitation, etc., etc.

Indirectly because we teach whether we will or not by our acts, our speech, our manners, by what we are.

Why should a pupil be mentally and morally maimed by coming into daily contact with a coarse nature—rude in action, uncultured in speech, boorish in manners, unsympathetic in feelings?

Hence the truth is irresistibly borne in upon me that the most important thing in any school is the teacher; that while building and furniture and school appliances play a part, it is a very subordinate one to that played by the teacher in the proper evolving of character.

How fortunate the school with a Trebynius for a teacher, who, on entering the school-room, invariably uncovered his head, to honor, as he said, the consuls, chancellors, doctors, masters, who shall proceed from this school. And because he so honored these boys, is it not more than probable that some of them proved themselves worthy of this honor?

In these respects the school is merely a mirror in which the teacher can see what is best and worst in himself reflected. Then let us know ourselves by studying ourselves as reflected in the manners, habits, language and characters of our pupils.

Apropos to the foregoing is the following quotation from a speech by the late Edward Rowland Hill.

“Money is not the only wage for which men work. Nor the chief wage. They work for honor, for influence, for esteem in the community, and these higher wages will belong to the teachers whenever they are universally deserved.