

head master. He then presented a note from his mother in which she expressed great regret at his improper conduct. She had punished him by not allowing him to go to the party which he wished to leave school early the previous day to attend. The master conferred with the boy's teacher, and found that he had been hitherto a very truthful, well-behaved boy, but that since this incident had arisen he had shewn some bravado which she thought it desirable should be checked when associated with such a fault. The master called the boy before him, pointed out to him the folly of trying to deceive his teacher, the wickedness of setting at naught his mother's word, the severe way in which the law treated those who forged another person's name, the harm he did himself by the unblushing way he told the lies, and the loss of pleasure the whole transaction had caused himself. He was then asked who wrote the note; he said he had done it himself. As he had been given every opportunity to do right and still adhered to the wrong, he was punished with several "handers."

Take a different case. On one occasion a number of boys in a class failed to form line with promptitude preparatory to marching into school. The master told them to fall out, that they might march in by themselves. On their way in some of them made unnecessary noise with their feet, accompanying it with a double step. Those who did this were asked afterwards to stand up, but not one did so. They were all told to stay at noon, when they were drilled in marching in and out until they satisfied their teacher. This answered all purposes so far as the noise was concerned, but it did not touch the more serious fault of untruthfulness. They were reminded of this, and were told that this part of their misconduct would still have to be dealt with. The school-boy's imagination is not a well regulated one, for he is inclined to anticipate more serious consequences to his faults than his teacher may intend, provided that teacher has just the wisdom not to "wear his heart on his sleeve." It is wise

to preserve a mystery about your future intentions in dealing with the faults of scholars, for then they are in most cases sure to expect the worst; and this feeling of painful expectation is more likely to prevent the repetition of the fault than any punishment that may follow. At the recess the next day, when the classes were about to be marched into school, the master told the boys, who were concerned in the noise the day before, to fall out in front of the others, and to face them. He then addressed the school. He said that however faulty they might be in other respects they bore a character for truthfulness, and this was very high praise; but that the boys before them, or some of them, had proved yesterday that they did not deserve to be thus spoken of. The circumstances of their fault in not standing up to acknowledge their misconduct were then detailed, and the master told the classes that he thought it but right to let them know that there was one class among them that contained boys who were afraid to acknowledge a fault. The culprits were then told to fall into line again. On two or three occasions afterwards the success of this method of dealing with the class was tested, and always with favourable results, the culprits at once standing up when asked about any fault they had committed. It may be objected to this plan that it deals unjustly with those who may be innocent. But the teacher does not know who is innocent and who is guilty, and unless they can agree among themselves to reveal the culprits they place themselves all on the same footing. The truth is, you make the *esprit de corps* that prevails among them your instrument to prevent the repetition of the fault; for no generous-minded boy would like his companion, who at the risk of blame prefers to remain true to him, to suffer for his fault, and those who are indifferent to this are pretty sure to be regarded in the proper light by their schoolfellows. The feeling of loyalty to each other among schoolboys, as among men, is a good feeling, and one that every teacher should respect.