

PUBLIC SCHOOL DEPARTMENT.

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THE TEACHER AND THE VICE OF UNTRUTHFULNESS.

TEACHERS, to be successful in the management of their classes, must combine the administrative ability of the statesman with the self-denying efforts of the philanthropist; they must be "as wise as serpents and harmless as doves." Their duty is not so much to control as to direct the minds and morals of those entrusted to their care. Their aim ever must be not to dwarf by repressive measures the characteristics of their scholars, but rather to aid by all the power they are possessed of to develop them in the right direction. It is only thus they can hope to fulfil the great end of all school training—the production of self-governing and intelligent men and women. One of the common faults the teacher has to deal with is that of lying, and the methods of checking, if not eradicating it, must be as varied as are the characteristics of those who indulge in it. There are some boys and girls who would feel the detection and exposure of their untruthfulness like a wound. What the teacher must do principally with these is to keep them out of more temptation than they can bear, until their love of truth is strong enough to enable them to shun the fault. There are others with a moral sense so dull that they are less affected by being caught in a lie than a dog is in the act of stealing a bone. Then there are others whose absence of moral courage tasks severely their love of truth. When they do a wrong act they have not the bravery to acknowledge it, but too often resort to a lie to screen it. These require very careful management to prevent them from becoming habitual liars. They should not be allowed to think for a moment that they can

hide their fault from the teacher. He, while wisely appearing to place implicit trust in their word so that they may be induced to deserve that trust, should be ever on the watch to prevent them from thinking that the confidence so frankly given can easily and with impunity be abused. It may assist our young teachers, who, with the best intentions to do right, very often go wrong from lack of experience, if we give one or two examples of the way of dealing with this fault in a well organized school.

A boy in the third class brought a note to his teacher one afternoon for leave to go home at three o'clock. The teacher seeing that the note was written in a school-boy's hand, questioned him about it. He avowed that his elder brother wrote it by his mother's order. Still having doubts about the matter, she submitted the note to the head master, who at once shared her opinion. He questioned the boy, who stoutly adhered to his explanation about the note, without flinching either in look or gesture. As the matter had gone so far it would not do to let it drop. The boy must be either cleared of the suspicion, or convicted of the fault. He ought to have the proud satisfaction of knowing that the distrust in his word was unfounded, or be made aware that the fault could not be committed with impunity. Certainty of detection has as wholesome an effect in deterring wrong-doing in a school as it has in preventing crime in a community. A messenger was despatched to his home, who brought word back that the boy had asked his mother for a note to get leave at three o'clock; she refused; he then said he would write it himself. On this information he was put aside until the next morning, when he was told to report to the