

and right. If there are, as there most surely will be in almost every school, idle, mischievous, turbulent incorrigibles, they are held in check, no less by the disapproval of their school-mates than by the frowns of the teacher, for of juvenile, as well as adult, evildoers, it is true that conscience makes cowards of them all. To the teacher who succeeds in thoroughly winning the confidence and love of his pupils, or even of the majority of them, so as to make them feel that their interests and aims are identical with his, the school-room is no longer a prison house, but a scene of agreeable and profitable labor, and often of real pleasure.

A WRITER in the *Christian Union* of April 29th gives some interesting particulars in reference to McCabe's fitting school in Virginia. The object of the school is to prepare pupils for Virginia and other universities. One of the peculiarities of its management is the application of the principle of governing by trusting to the honor of the boys which, it is said, McCabe carries even farther than did Arnold at Rugby, and with marked success. The whole moral force of the school is directed to the one end, of creating in the boys a spirit that is above the meanness of *attempting to deceive*. The writer, who spent some time at the school and tried to satisfy himself in regard to its working, says that "a boy who attempts to deceive a teacher, and especially Mr. McCabe, must be sure that no other boy knows or suspects it. If it becomes known, there is an instant demand for a trial." A jury of the boys is impelled on the nomination of the president, the accused having large rights of challenging its composition. When the verdict is made up, the youngest boy is first asked his opinion, and so on upwards. If the accusation is sustained, the boy must leave the school, and can never again hold up his head amongst his school-fellows anywhere. This penalty is so felt that it is said a young Virginian would sooner lose a limb than incur it. The consequence is that, in almost every case, "if a boy has done anything out of the way, fear, if no higher motive, makes him seek the earliest opportunity to report it." The writer says he has taken some pains to ascertain whether the plan is really as successful as the Principal thinks, and the evidence is strong for believing it is so. There is much in the principle involved that is very suggestive, and may be helpful to many teachers who may not be able to carry out such a plan in detail.

APART from its immediate bearing upon the discipline of the school, there is much to be said in favor of the widest possible application of such methods in the school. There is great need that teachers should lose no opportunity for inculcating a high *sense of honor* in their pupils. There is reason to fear that we, as Canadians, are not as sensitive on this point as we should be—that, in fact, our standards of personal honor, in public and private life, need elevating. Time was when the word of a public man was the end of all controversy. It is no longer. Even in Parliament prominent men do not sometimes hesitate, if not to resort to evasion and ambiguity,

at least to suspect their compeers of so doing. Those who occupy the highest trusts in the gift of their countrymen are suspected of using the influence thus acquired for the personal benefit of themselves, or their friends, and do not always take pains to resent and disprove the imputations. In their private capacity it is no unusual thing for persons deemed highly respectable, and even ~~for~~ members of Christian churches, to resort to petty subterfuges in order to evade the Customs, and cheat the public revenue of a few cents or dollars. Men and women, of good social standing, even sometimes make a boast of their skill and success in achieving such meanness. In business intercourse it is to be feared that the number of those who would hesitate to take the best side of a bargain when opportunity offers, and so appropriate to themselves what is really the property of another, is exceptionally small. In all these matters we may not be worse than our neighbors, but it would be well for Canadian national character that the next generation should be far better than we are. And there is assuredly no class of persons who have it in their power to do more to bring about this result than the public school teachers. If they will but set up the highest standards of personal character for themselves, and use every opportunity for cultivating a high and sensitive sense of honor in their pupils, they may earn to themselves a noble degree, and become indeed worthy to be written as benefactors of their country, of the very best and highest type.

Special.

ENTRANCE LITERATURE.

LESSON LIV.—LOCHINVAR.

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INTRODUCTORY.

This ballad is taken from Scott's *Marmion*, Canto V., and is in a very slight degree founded on the ballad, *Katharine Janfarie* in Scott's *Minstrelsy of the Scottish Border*.

As regards the story, "the Gordons were Lords of Lochinvar, a castle by a lake of the same name, in the parish of Dalry in Kirkcudbright. . . . The Grahams were Lords of Netherby Hall, near Carlisle, in Cumberland. Helen Graham was the young lady who was to be married to one of the Musgraves by the wish of her father and mother, but Lochinvar was the lady's true love, who carried her off from her father's mansion. Lochinvar crossed the Eske and rode over Cannonbie Lee."—*Morris*.

1ST STANZA.

O.—See Verbalist.

Lochinvar, 3½ miles east of Dalry in Kirkcudbright, is a lake 8 miles in circumference. Near it are the remains of the ancient castle of the knights of Lochinvar, who were the ancestors of Viscounts Kenmare.

Is come seems to differ from *has come* in this respect; *is come* referring to the action at the very moment of its completion; *has come* is used in referring to any action that has been completed. See Mason, (new edition), § 188.