

in the cities and villages where there are already as many boys graduating from street's school as from the high school; in cities and villages more than in the country where there is plenty of work to do on the farm, boys are only too well pleased to be expelled from school that they may spend their time in idleness on the street; many a youth has ruined the seat of his pantaloons, his jack-knife, and his reputation on a dry goods box on the street corner within a stone's throw of the high school.

What we teachers most need is the hearty support of parents in the school, in the home, and in society, also a truant officer, "O Legislators," whose duty shall be to see to it that boys are kept in school, and then we can rid the streets of the vice of this young element and prepare our boys for true citizenship.

THE TONE OF THE SCHOOL.

BY AN EX-SUPERINTENDENT.

I have been struck more by the tone or absence of tone in the school-room than even the scholarship. And I have ever found scholarship to be in some inscrutable way dependent on tone. It is not easy to define *tone* in the school-room, but what is meant is the existence of energy; energy in operation gives force.

In one school G—— was the presiding teacher; he had four assistants. He always talked loud and boisterously; he knew his knowledge so well and he liked to talk so well that he did a great part of the reciting himself. One day the class had "finding the least common multiple of 6, 8, and 10." A boy stood at the blackboard.

"Well, Charles, you divide by 2, do you? You get what? Ah, I see, 3, 4, and 5. Well, now multiply these together, don't you? Oh! you have. It is—60. Right. And that again by 2—120. Now you can divide all these into it, can't you? 6 goes into 120—20 times; 8 goes 15 times; 10 goes 12 times, see? Very well done, Charles, be seated."

All of this was said in a vigorous, loud, strong voice. Charles had but little to do with that common multiple. I knew the master well and said nothing then.

Another boy was called up and he and the master went through the business of finding the least common multiple of 5, 10, and 15. Then another was called up and he and the master tackled 6, 8, and 12.