

the eye, not with the voice, and when children get a good view of the teacher they are more comfortable and attend better. Don't allow inattention to begin, and you will not have the trouble of curing it. Good order is impossible with children unemployed; much punishment usually denotes weak handling.

Be at each class in time; begin promptly, and do not leave your class except very urgent business requires it. Post a notice at the porch-door—'Parents must not expect teachers to treat with them except before or after school-hours.' If called out, be curt and excuse yourself by saying, 'Duty calls.' It is usually while the teacher is absent, listening to the complaints and pitiful harangue of some parish virago that the discipline of a class breaks down, copying takes place, damage is done, the viciously inclined pass filthy notes, or in various ways contaminate the innocent, and evil habits are speedily inculcated, but they are rarely ever eradicated. Happily, indeed, was the illustration of the pious founder of a religious Order, who styled his teachers the guardian angels of their pupils. Well, the place of the guardian is near the pupils, and all outsiders must be educated up to the knowledge of this important duty, or one can rest assured that all is not well in the school where the teachers are continually absent from the classes.

Discipline is weakened through many of the teachers helping the pupils too much. 'Hercules helps the lad that puts his shoulder to the wheel,' should be the keystone of every class. Students are not urged to work enough in the difficult places, though such work would afford the best mental discipline, and making pupils do their own problems fits them for solving the greater problems of life. There would be less suicide in the world if habits of perseverance were better infused into the rising generation.

Tone is of paramount importance to parent, scholar, the school as a whole, and the district round about the school. Yet one cannot readily supply an adequate definition for the term tone; it is an all-pervading influence that gives to any community of individuals characteristics that tend towards nobility in all things and at all times. If it be stamped with the true hall-mark it elevates, mentally and socially, the individual, uplifts day by day the moral and the social standard of conduct between the units of age and ability which are gathered together in any educational institute; and increasing year by year, gives to teachers and pupils a reputation that begets confidence amongst those who have to select a place wherein to trust the fashioning and stamping of the young hearts for which each parent or guardian holds the most sacred responsibility. The correct tone invariably eliminates the waster and ousts the unclean in mind and body. It gives to manhood and womanhood that incentive to action which brings forth the best that by God's grace has been placed in one's composition; and in weal or woe keeps the path correct, and forces obedience to the dictates of conscience, while in times of necessity it urges on individuals and even the masses to heights of heroism which bring prestige to one's school. We speak of home training and its influences for good or for evil, but if the home influence be evil, then the tone of the school is the child's only fall-back, for the true tone of the school will imprint itself upon the pupil, no matter how reluctantly he may wend his way thither, for through life improvement will follow at every step till finally we can see the verification of the scriptural text: 'A young man according to his ways,' etc. Discussing the question of tone, I cannot help thinking that the tone of a school is the reflex of the personality of the teachers, principally the head teachers, for children will imitate not what their teachers pretend to be, but what they really are.

The mental powers of children may be weak but their affections are strong, and by drawing these his way, the teacher steps on to the highway of great results. The personality of the teacher counts for much; he should know the conditions likely to surround the future life of the child, and at favorable times be able to launch out in clear, precise, and convincing language; he must have moral insight; the child must

look upon him as an authority; yet withal he must be young, an elder companion as it were, rather than a master; he must be sympathetic and love the pupils better than himself. It is the duty of the head teacher to control and regulate affairs so as to promote strength of character in all the pupils. However, we must not lose sight of the fact that there is much happening in every school of which the teachers are unaware, and many influences are self-generating and secret. A community life of the school is the essential point in character forming. And growth of character is in all cases the outcome of personal struggles against difficulties. The qualities requisite for the building up of character are truth and courage.

As said elsewhere in this paper, much of man is the product of heredity and environment, so it behoves us teachers to create favorable circumstances that will promote the growth of character, and supply any deficiency left by the child's home training. Now the circumstances thus created must have regard to the physical, moral, and intellectual well-being of the child, and aim at the proper direction of sentiment; the bracing of the will; and giving an intelligent understanding of the ideal of duty. And right here the wise teacher will find ready help in a proper arrangement of the history, literature, and poetry of the school.

Self-government, wisely directed among pupils, is a good thing, for by bearing responsibilities they learn to rise to other responsibilities, and there are many things that might with profit be left to the children—viz., the organisation of games, the drills, cleanliness of the schools, and a host of minor affairs, all bearing on the question of tone. Children vary in temperament though, and so we must regard them as separate characters, each with its good qualities and weaknesses; each requires individual thought, and what is more, each is entitled to it in as much as its future career can only be assured by it. We should study the child in the home life, and the social state—true it is that we cannot control these two places, but it is possible to have a say; but there is no gainsaying the fact that in the life of the school the teacher has full say, and we are really shaping the destinies of the nation, and peopling the world with saints or sinners, so no opportunity for character building must be lost.

If the school tone is to have permanent effect the school must be worked as a unit, so that all shall have the benefit of whatever influences there may be. There is nothing like bringing the whole school together for certain exercises and functions, and it does the young aspirants to school honors good to see the school heroes and heroines. In after life the meetings of old pupils often give fresh impetus to life, especially if they have something in common to discuss, such as the deeds of a famous school, or the personality of a great teacher.

Now the school song is a potent instrument for the formation of pride of school. It is never entirely forgotten, and comes to the surface at most unlikely times and places. And if the school boasts an old boys' or girls' club and every school should boast these institutions, or I am afraid it is decadent—the song revised for the occasion of a re-union will strike the right note of the gathering. All that is worth remembering in school life comes back in after years to the accompaniment of the school song, provided the words are well chosen and wedded to an effective tune.

The school colors, the school cap, badge, or monogram suggests *esprit-de-corps*: it is a constant reminder of good conduct and produces devotion to alma mater. The honors board, ribbon of honor, or photo. of distinguished scholars does not only spur on the children to make records of worthy achievements, but brings distinction to the school. There is no more certain and pleasant way of inculcating obedience, unselfishness, ambition, healthy thought and correct school opinion (public opinion, if you will), than by organised school games. Some there are who disagree with this opinion, but I say with all possible emphasis: A school that banishes sport from its borders, will, if its organisers are not careful, banish something else which gives

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