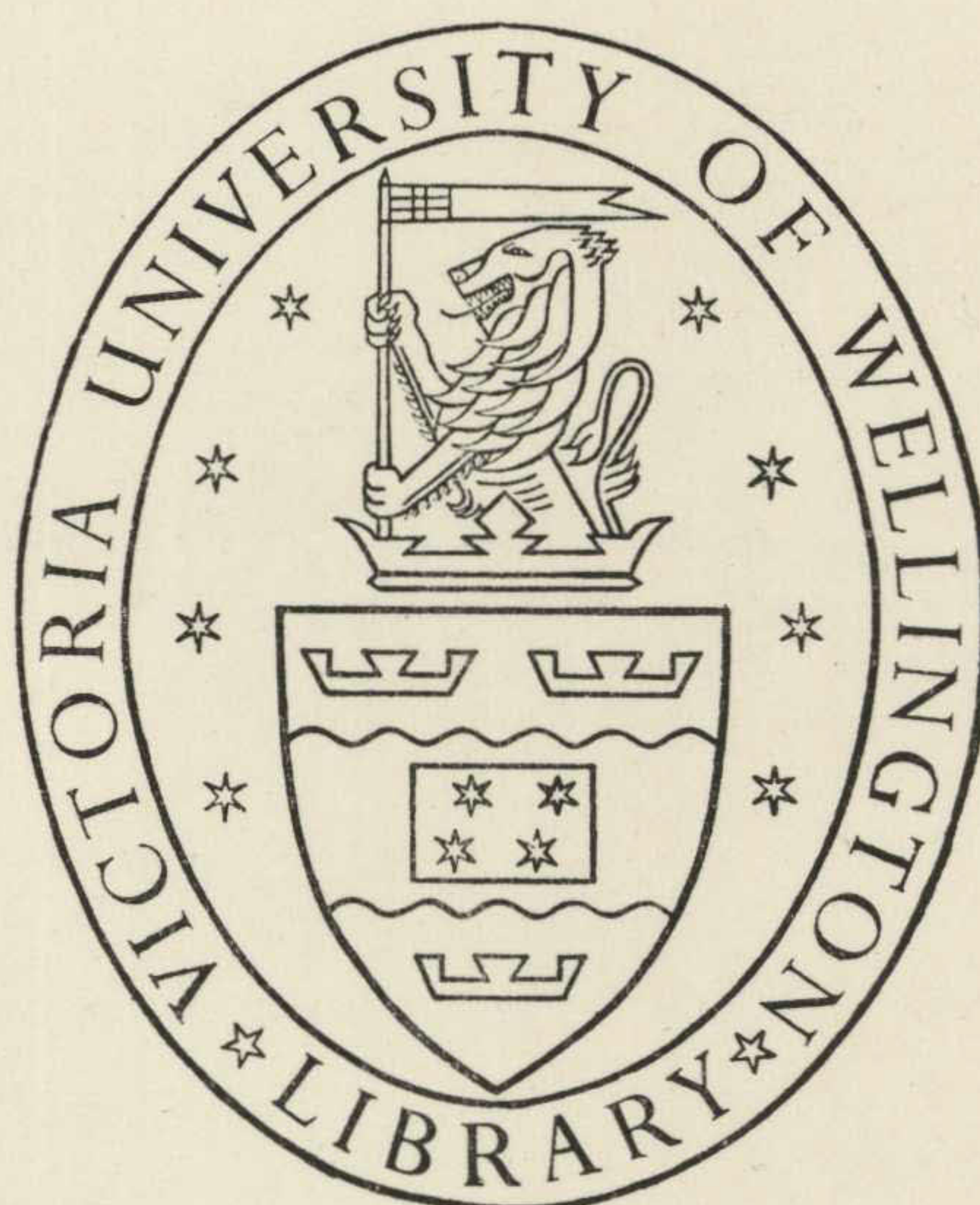


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Rachokua School
Tangarakan
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SOME OBSERVATIONS ON CHARACTER-TRAINING
IN A SOLE-CHARGE SCHOOL.

SOME OBSERVATIONS

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Presented by

The Social Activities of the Children.

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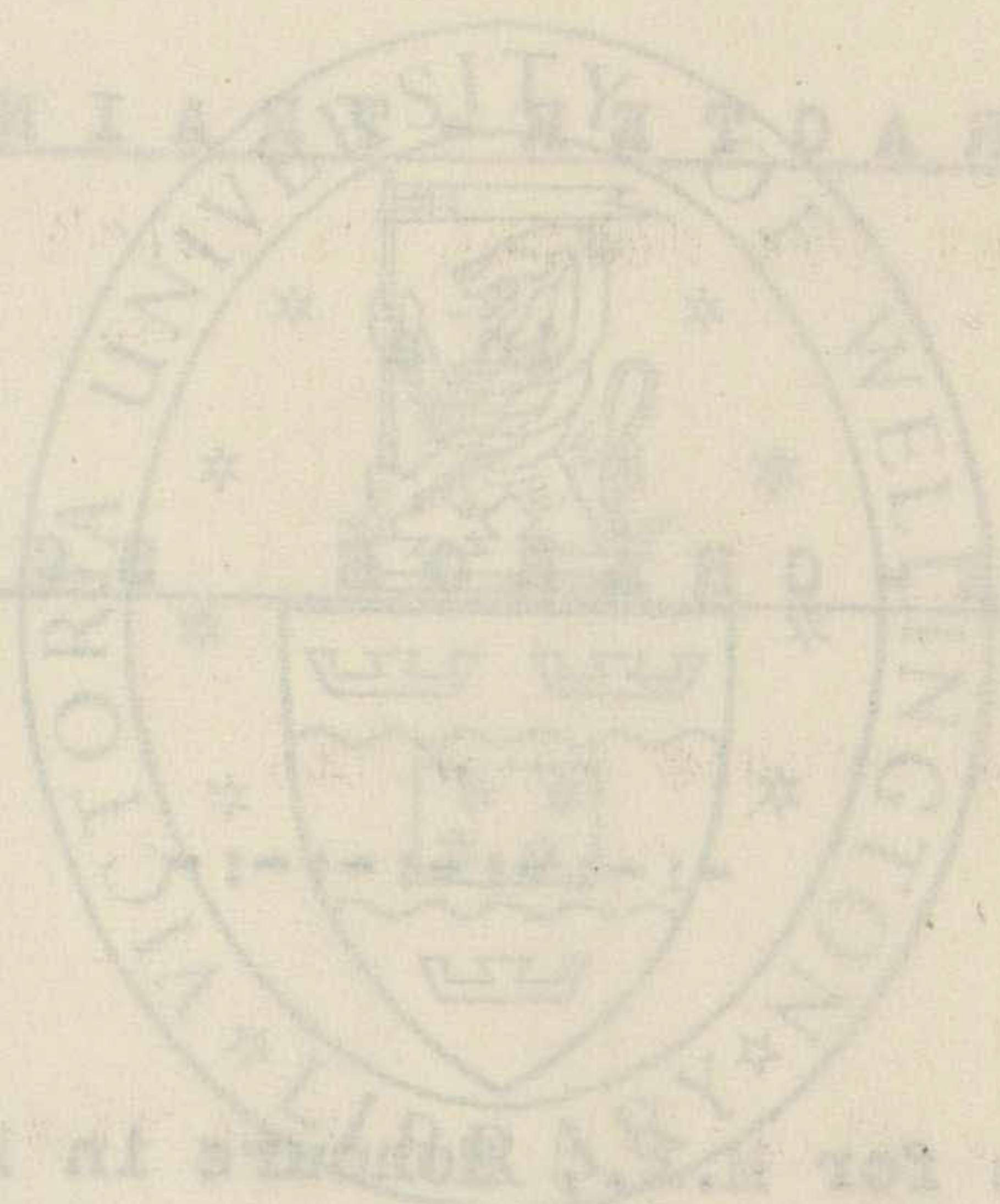
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SOME OBSERVATIONS ON CHARACTER-TRAINING
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SECTION I.

Foreword Concerning The Subject of Character-Training.

It seems evident that the New Zealand Department of Education is giving some emphasis to the subject of Character-Training. The 1928 Syllabus of Instruction for Primary Schools, which came into force on 1st. February 1929 includes "Character-Training" as a subject of instruction, and it receives pride of place by being first on the list. The previous complete revision of the Syllabus for Primary Schools was made in 1919. In that syllabus the subjects of instruction were grouped under six general headings, the fifth one of which was "Man and Society" and included "Moral Instruction." Both the change in title and the change in place are significant of emphasis on the subject.

More direct evidence of the emphasis on Character-Training is found in the reported remarks of the Director of Education, at the Conference of Inspectors of Schools and Principals of Training Colleges, held in June 1930.

"The Director emphasized the danger of assessing the efficiency of a school by the efficiency of an individual teacher by measurable results. It was, he considered, quite possible for the Inspectors to form a reliable judgment as to the teachers' capacity in developing the character of his pupils. Character-training, he said, was the principal function of the teacher: on that depended the future advancement of the Dominion. He felt sure, he said, that with success in character-training would come also proficiency in the ordinary subjects of instruction. To emphasize Character-training was not to accept a lower standard of attainment in intellectual accomplishments." --- Education Gazette, July 1930, p.128.

Under the subject "Character-Training" the 1928 syllabus says, inter alia:-

"The whole of school life should centre in character-training. Every subject of instruction, and indeed every lesson, provides opportunities for teaching right conduct and implanting such moral habits as honesty, modesty, perseverance. Games....train pupils to be self-reliant but at the same time to seek the general good rather than selfish ends, to be patient, self-controlled, honourable and fair to friend and foe...."

Following this is a comprehensive list of topics to indicate the lines which instruction may follow. The appendix to Character-Training gives quite a fine survey of how the subject should be interpreted. It is too long to quote in full but the trend of its nature may be gathered from the following extracts:-

"Character-training should not be regarded by teachers as a subject...but rather as the principal function the State calls upon the teacher to perform. Success depends neither...nor on the most vigorously applied injunctions but.... The teacher should be ... one who does not consider that the dictum "Honesty is the best policy" is a sufficiently firm foundation on which to found any system of morality.....The futility of neglect...should be effected by the natural process of letting them experience the evil results rather than by lecturing them.

"Practically all the subjects of instruction have their influence on the development of desirable traits of character....

"There should be no narrow conception of what comprises character-building. In its widest sense character-training includes...development of initiative...

"...The whole work of the school, within and without, must centre in character-training.

"In no part of his school activities does the child reveal his true character so clearly as in the playground.....

"The establishment of a prefect system and of a class monitor system has a great deal to commend it provided the responsibilities attaching to such systems are sufficiently widely distributed among the pupils...."

In view of this emphasis on the part of the Department and of the emphatic demand of the Syllabus that 'the whole

of school life should centre in character-training' with 'no narrow conception of what comprises character-building' it seems a particularly timely occasion for research in the subject.

I fear it must be admitted that there is a good deal of truth in the forceful article by Mr. P. M. Jackson, B.A., in "National Education" of July 1st. 1930, under the title of "Inspection and Grading". His plea is that the present system of grading teachers in New Zealand, coupled with the system of inspection, has serious effects on the education in our schools. He says, *inter alia*:-

"The training in thinking out a result is more important than the result itself. Now what does an inspector examine? Results. The results may be crammed. This begets the result-getter, not the educator. New Zealand swarms with result-getters. Educators are not encouraged!"

Or, in other words, Mr. Jackson's viewpoint is that the New Zealand teacher is forced by the competitive grading system to push his ideals about character-training well into the background. The remarks of the Director of Education at the Conference of Inspectors (quoted on page 1) suggest that something of this kind is felt by the Department.

Another influence that tends to dampen the ardour of the idealist is custom. It is so hard to strike out in new ~~ways~~ ways and make a success of them; it is safer and easier to follow the well-trodden tracks.

But, while regretting and noting that such dangers of neglecting character-training do exist, a note of warning must be added against the other extreme. It is probable

that too much is expected by some theorists. This situation has been well stated by Professor Findlay in "The Foundations of Education" Volume I, pages 12 to 15. His remarks give a warning against making a fetish of the subject, and point out the necessity for a practical basis, while adding, "It still remains true that education is to be classed with those callings of life where emphasis is laid upon the advancement of mankind.... Teachers are concerned with the artists, the clergy, social workers, and the like, in the improvement of human nature."

Professor Nunn, in "Education: Data and First Principles", page 5, says:-

"While every man tends to draw his ideal of life largely from the inspiration of others....each must have his own unique ideal. ...It follows that there can be no universal aim of education if that aim is to include the assertion of any particular ideal of life; for there are as many ideals as there are persons."

This means that each teacher will view, from a different standpoint, that particular side of education that most directly affects character-training. This fact is in itself an advantage in that in the aggregate it will tend towards a balance of effects and that 'squaring with the purposes of common human nature' mentioned by Professor Findlay.

As has been mentioned the 1928 Syllabus gives a very comprehensive list of topics each and all of which will be universally accepted, but to what degree individual teachers will wish to impress one or another of these will vary considerably, and how far he will be able to impress

one or another upon his charges, so that it will become an actual factor in cultivating or restraining the child's attitude, will vary very much more.

It is, therefore, no part of our purpose to endeavour to formulate any standard of what character-training should be. Further no endeavour is made to cover the subject of character-training in all its aspects.

Professor Findlay in dealing with the function of the school in his book, "The School" pages 65 and 66 states:-

"In engaging its teachers the State can expect no more from them than it desires from all good citizens; ~~true~~. true, many of them have dedicated their lives to the service of humanity from elevated altruistic motives, thinking more of the ideal purpose than of the rate of pay: happy are the children who come under the influence of such teachers: but that is not in the bond."

While it is realized 'that the State can expect no more from its teachers than it desires from all good citizens,' and also that 'each teacher will have his own unique ideals' it is felt the observations recorded in this thesis bring out certain valuable aspects in regard to the building of character, especially under conditions existing in sole-charge schools. The total number of schools in New Zealand in 1929 was 2,545, while 1,449 of these were sole-charge schools, and as Dr. Smyth has stated in his book "The Rural School in Australasia" page 445:-

"The rural school stands preëminently for the care and guidance of each individual as an individual. No other school permits of the same intimate knowledge, for in no other school has the teacher the control of the children over so many years. It is here that the teacher of the rural school gets his great opportunity for

character building...."

Our purpose, then, is to give an account, more in the nature of a report, upon the working out of a scheme in which certain features of the Boy Scout, Wolf Cub, and Girl Guide movements were introduced into the corporate life of a sole-charge school with the object of developing those moral qualities for which these movements stand.

This school was opened as a model or observation school where teachers of sole-charge country schools in the Taranaki Education District could attend and observe the school at work. It was supplementary to the Stratford Primary School and the teacher-in-charge was employed as a "special assistant" of the main school.

The school was conducted in a building across the street from the main school and although technical classes by itinerant instructors were conducted in the same building the school had its own room and entrance, its own grounds and playing areas. So, to all intents and purposes, it was a separate school working and playing quite apart from both the main school, of which it nominally formed a part, and from the technical classes with which it shared a building.

The room was furnished with movable locker-tables and chairs for the children and its dimensions were somewhat greater than those normally found in sole-charge schools, but in other respects it was equipped in the usual fashion.

The school was open in all for a period of three years and two months. The first six months of this time

Sec. II. The School. Page 8.

SECTION II.

Particulars of the School in which the Observations were made.

The observations reported in Sections IV, V and VI were made at the Stratford Supplementary Model Country School. This school was opened as a model, or observation, school where teachers of sole-charge country schools in the Taranaki Education District could attend and observe the school at work. It was supplementary to the Stratford Primary School and the teacher-in-charge was employed as a "Special Assistant" of the Main School.

The school was conducted in a building across the street from the Main School and although technical classes by itinerant instructors were conducted in the same building the Model School had its own room and entrance, its own grounds and playing areas. So, to all intents and purposes, it was a separate school working and playing quite apart from both the Main School, of which it nominally formed a part, and from the technical classes with which it shared a building.

The room was furnished with moveable locker-tables and chairs for the children and its dimensions were somewhat greater than those normally found in sole-charge schools, but in other respects it was equipped in the usual fashion.

The School was open in all for a period of three years and two months. The first six months of this time

was taken up with the organization and development of the system explained in the next section. From that time till a month or two prior to the final closing of the school, country teachers of the district visited the school in rotation. Usually two teachers attended at a time and remained for a week. They did not take any actual part in the teaching, being merely observers, excepting for a short period on the fourth day of their visit when each in turn took the place of the teacher-in-charge and conducted the school.

The pupils were in the first place chosen from the Main School, but not on account of any special ability. The Headmaster's aim was rather to make the personnel as representative and normal as possible, though some of the children were chosen for special reasons which will be considered in Section VI.

The following table shows the representative nature of the personnel of the school and will indicate the type of children. This table includes all the children that attended the Model School during the period it was open. Column 1 gives the various occupations that the parents followed; Column 2 the number of families that followed each occupation and Column 3 the number of children from those families that attended the Model School.

Column 1. Occupation of Parents.	Column 2. No. of Families.	Column 3.		
		No. of children.		
		Boys	Girls	Total
Accountant	2	2	-	2
Boarding House Keeper	1	1	1	2
Clerk.	1	1	-	1

Column 1. Occupation of Parents.	Column 2. No. of Families	Column 3. No. of children		
		Boys	Girls	Total
County Ranger	1	1	-	1
Chauffeur	1	1	-	1
Dentist	1	1	-	1
Farmer (Dairy)	6	5	6	11
Farmer (Sheep)	1	1	-	1
Factory Hand (Cheese)	1	1	-	1
Gardener	1	1	-	1
Labourer (Various types of (work.)	13	6	9	15
Lorry Driver	1	2	-	2
Merchant	1	-	1	1
Policeman	1	1	1	2
Postmaster	1	1	-	1
Railway Porter	1	-	1	1
Sanitary Contractor	1	-	1	1
Schoolmaster	1	-	1	1
Shop Assistants	2	-	2	2
Totals.	37 38	25	23	47 48

All classes from the Preparatory Division (Pl. and P2) to Standard 6 (S6.) were represented, and about 30 pupils were on the roll at a time. Admissions and withdrawals followed the normal principle found in country schools. That is to say children once admitted remained in the school until they left the district, passed Standard 6, or left school finally for any other reason. Vacancies thus created were filled by children coming to school for the first time or new children coming to the district. The following table gives a summary of the roll and classes for each year or part of a year the school was open.

The school observed the same hours, terms, and holidays as the main school, that is five hours a day for five days of the week (Monday to Friday inclusive).

FIRST YEAR (June to December)				SECOND YEAR (February to December)			
Class.	Boys	Girls	Total.	Class.	Boys.	Girls.	Total.
S6.	2	-	2	S6.	2	3	5
S5.	2	3	5	S5.	2	2	4
S4.	2	3	5	S4.	2	2	4
S3.	2	2	4	S3.	2	3	5
S2.	2	2	4	S2.	-	2	2
S1.	-	2	2	S1.	4	2	6
P2.	4	2	6	P2.	2	-	2
P1.	4	-	4	P1.	1	2	3
Totals	18	14	32	Totals	15	16	31

THIRD YEAR (February to December)				FOURTH YEAR (February to September)			
Class.	Boys	Girls	Total.	Class.	Boys.	Girls.	Total
S6.	2	2	4	S6.	2	2	4
S5.	2	2	4	S5.	2	2	4
S4.	2	2	4	S4.	-	2	2
S3.	-	2	2	S3.	3	2	5
S2.	4	2	6	S2.	2	2	4
S1.	2	-	2	S1.	-	1	1
P2.	-	1	1	P2.	2	2	4
P1.	4	1	5	P1.	2	3	5
Totals	16	12	28	Totals	13	16	29

Pupils of standards 5 and 6 attended classes in woodwork or cookery for one hour each week, along with other country school pupils, and the girls of all classes attended the Main School for one hour per week for needlework instruction. Otherwise all subjects of the curriculum were taught by the teacher-in-charge.

The school observed the same hours, terms, and holidays as the Main School, that is five hours a day for five days of the week (Monday to Friday inclusive).

Morning Session: 9.00 a.m. to 12.00 noon. (3 hours)
(Recess 10.45 to 11.0)

Afternoon Session: 1.15 p.m. to 3.15 p.m. (2 hours)
(Recess 2.5 to 2.15)

Preparatory classes were dismissed at 2.45 in the afternoon.

The Headmaster of the Main School conducted the term and annual examinations, setting the same papers as for the respective classes at the Main School, excepting in such subjects as Geography and History where the programme of work was modified to suit grouped classes.

The following is a complete copy of those sections of the Headmaster's report which give in detail particulars of his method of applying such training. Both the Headmaster's attitude and the details of his method are necessary data for the purposes of following the observations of the successive sections.

GENERAL AIMS

1. To train and guide each individual child in his activities and studies so as to prepare him for his future life, so that:-

(a) He will be assisted to become an honest and useful citizen of the country.

(b) He will obtain in the course of his school life a sound and balanced basis upon which to build his life.

(c) He will be guided and led to be a self-reliant thinker; that is, taught in such a manner that he will know how to act about seeking education and knowledge for himself and thereby be able to continue his education to the greatest advantage according to his individual ability and requirements.

200. III. The Teacher's Scheme. Page 13.

2. To obtain a mutual love and respect between the teacher and the child; wherein the child regards his teacher as a friend and will

SECTION III.

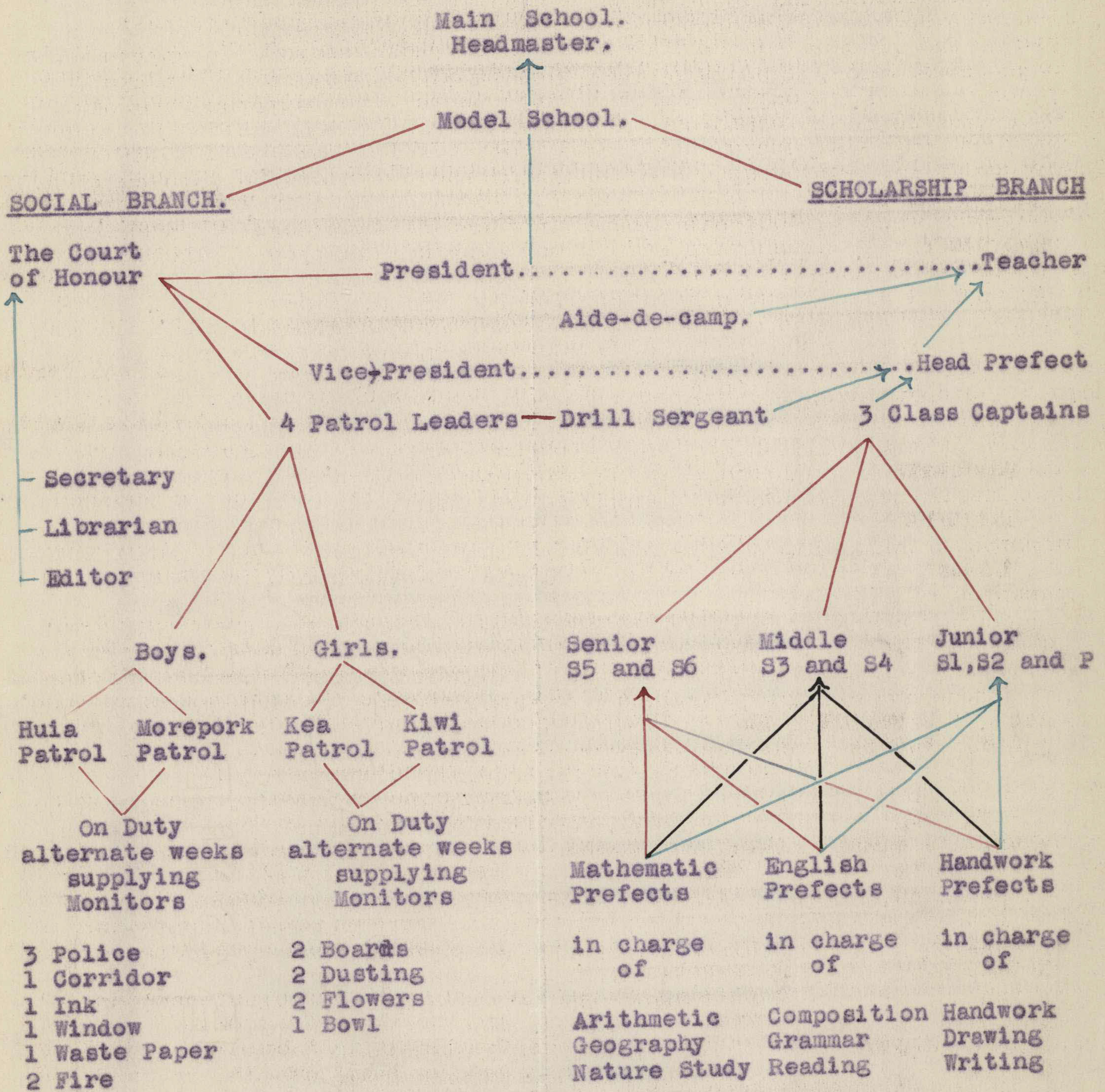
The Teacher's Scheme of Work.

The following is a complete copy of those section of the teacher's scheme of work which come under the headings of (1) General Aims, (2) Organization, and (3) Discipline. The sections dealing with general aims and discipline set out the teacher's attitude towards that part of his work that directly bears upon Character-Training, while the organization section gives in detail particulars of his method of applying such training. Both the teacher's attitude and the details of his method are necessary data for the purposes of following the observations of the succeeding sections.

GENERAL AIMS.

1. To train and guide each individual child in his activities and studies so as to prepare him for his future life, so that:-
 - (a) He will be assisted to become an honest and useful citizen of the country.
 - (b) He will obtain in the course of his school life experiences and influences which shall form a sound and balanced basis upon which he may build and develop morally, mentally and physically.
 - (c) He will be guided and ^{led} ~~lead~~ to be a self-reliant thinker; that is, taught in such a manner that he will know how to set about seeking information and knowledge for himself and thereby be able to continue his education to the greatest advantage according to his individual ability and requirements.

2. To obtain a mutual love and respect between the teacher and the child; wherein the child regards his teacher as a personal and confidential friend and will confide his difficulties and his ambitions and aspirations, and feel that such confidences are respected; and wherein the teacher regards each child as a potent and plastic individual, developing into manhood, on whom every action, and every mood, and every utterance will have its influence in the moulding of the "man".
3. To make the school a "model" not only of a school for other teachers to copy but of a complete community, from which the child will build (both consciously and sub-consciously) his individual bearing to the greater community for which he is preparing.
4. To organize, teach and in every way conduct the school so that its special purpose, the guidance of sole-charge teachers, may be obtained, especially in the following:-
 - (a) In school organization so that economy of time and efficiency of teaching are obtained.
 - (b) In teaching methods so that all subjects are taught on modern lines but not involving any method beyond the scope and ability of the average teacher.
 - (c) By example show that discipline and tone may be obtained with beneficial results without resorting to undue corporal punishment or restraint.
 - (d) By personal sympathy, helpful criticism and cheerfulness encourage all visiting teachers to aim at high and worthy ideals that they might return to

ORGANIZATION CHART.

In the Chart Arrowheads indicate to whom responsible.
Dotted lines indicate a dual office
Plain Lines indicate divisions or connection of parts.

their own schools imbued with assurance that these are within their power, and filled with enthusiasm to carry them out.

ORGANIZATION.

PRINCIPLES OF THE ORGANIZATION.

1. Simplicity.
2. Unity of effort.
3. Limitation of "classes".
4. Central control, but decentralization of responsibility, defining clearly duties and responsibilities of each individual.
5. Economy of time and energy.

THE ORGANIZATION CHART.

The Organization Chart which faces this page clearly sets out the chain of control and the general scheme. An outline of the particular duties of each portion follows. The Chart is fitted so that it will unfold and lie completely outside these pages, and may be left in that manner for ready reference whilst the duties and details that follow are studied, and the relative position of each office will then be readily followed.

DETAILS OF THE ORGANIZATION.

1. The Two Branches :: Their Parallel in After Life.

The division of the organization into two branches coincides with the two distinct spheres of the ordinary

British citizen --- one his social or community responsibilities find their school parallel in the Social Branch; the other his professional duties find their parallel in the Scholarship Branch.

2. The Social Branch :: Its Definition, Aims, and

Advantages.

By the term Social I mean to imply the machinery by which the daily requirements of the school are met. These are essentially a matter for the "society" or community as a whole and therefore the organization under this branch follows the principles of self-government found in after life community work, and which is the foundation of the British Nation.

The children of the school are divided into Patrols each consisting of children of all ages and classes, as in after life a district is composed of all professions and trades. Each patrol has its representative on the controlling authority (The Court of Honour) and in this way each has a voice in the government.

Advantages.

1. The system appeals to the children, who have no difficulty in understanding it, and is a large factor in obtaining discipline, tone, and esprit-de-corps.
2. The system is simple and is successfully followed by Boy Scouts and Girl Guide Organizations in all parts of the world. As these organizations are controlled by many types of people, professional teachers should find little difficulty in adopting the system with advantage.
3. The system is directly a training in citizenship,

following, as it does, the general principles of British government.

4. The system is complete in supplying every want of the school community, keeping under central control and decentralizing responsibility.
5. It gives definite responsibility to all individual children and in no case overburdens any one child with duties.

3. The Scholarship Branch :: Its Definition, Aims, and Advantages.

By the term Scholarship I mean to imply the machinery by which the subjects of the curriculum are taught and studied. These are essentially a matter for the individual and therefore the organization under this branch follows the principle found in all individual trades and professions. Responsible heads of departments and of businesses are appointed on account of their individual ability and each one by individual effort and skill is able to rise to the position of a responsible head.

Advantages.

1. The system arranges in a simple manner for all necessary "Monitors" and as each appointment is for one month allows for any special instruction in duties to be effective.
2. The system keeps the entire school under the control of the teacher but decentralizes much of the routine responsibility thus saving time and energy on the part of the teacher without calling unduly upon the time of any one child.
3. The system combined with the Social Branch is complete in every detail; allows every moment of the day to be occupied by every child of the school in profitable employment.
4. The two branches together, or separately, are automatic in operation.

Notes for Visiting Teachers.

The Scholarship Branch of the organization is the essential portion of the organization and some such system cannot very well be done without. The two may be modified by combining into one system similar to the scholarship branch, but wherein the Class Captains will also undertake the duties of Patrol Leaders.

4. Table of Offices Open to Children.

Office.	Term.	Class open to.	How Appointed.
Vice-President and Head Prefect.	1 school term.	S5. and S6.	Elected by School.
Patrol Leader.	1 school term	S4 to S6.	Elected by Patrol
Patrol Second.	1 school term	S3 to S6.	Elected by Patrol
Secretary.	1 school term	S5 and S6.	Appointed by Court.
Librarian	1 school term	S5 and S6.	Elected by School
Editor, "The Modelite".	1 year.	S5 and S6.	Elected by School
Sports Captain.	Season of Sport	Leaders or Seconds	Elected by sport clubs
Class Captain, Senior.	1 month	S5 and S6	Appointed on merit.
Class Captain, Middle	1 month	S3 and S4	Appointed on merit
Class Captain, Junior.	1 month	S1 and S2	Appointed on merit.
Subject Prefects	1 month	p1 to S6.	Appointed on merit.

Office.	Term.	Class open to	How appointed
Teacher's Aide-de-Camp	1 term	S5 and S6	Appointed by Teacher.
Monitors, (Duty)	1 week	P1 to S6.	Appointed by Leaders of Patrols on duty.

5. The Court of Honour :: Its Functions, Utility, and Powers.

Aim.

1. To give definite training in self-government.
2. To give each child an interest in Social Affairs.
3. To relieve the teacher of much routine work and decentralize definite responsibilities.

Constitution.

The Court of Honour shall consist of:-

- | | | |
|-----|------------------------------|---|
| (a) | A President | The Teacher-in-charge. |
| (b) | A Vice-President | A senior child elected by the children of the school. |
| (c) | Four Patrol Representatives. | Usually the Patrol Leaders who are elected by the members of their respective patrols; but if the Leader is unable to attend his second may represent the patrol. |
| (d) | A Secretary. | A senior child appointed by the Court, and may be a member of the Court or another child in the School. The Secretary, as such, has no vote at meetings. |

Functions.

1. To meet at least once a week. Minutes to be kept of all meetings.
2. To ensure that each individual in the school carries

out his or her social duties and duties of special office.

3. To draw up and keep up to date a set of "Standing Orders"
4. To issue as required and at least once a week "Routine Orders". The Vice-President to be responsible that both Standing and Routine Orders are issued.
5. To undertake the work of organizing sports, and conducting Library and Magazine Club, and similar duties.
6. To try all offenders against Routine or Standing Orders.
7. To assist the teacher and other authorities in the maintenance of discipline and school honour.
8. To arrange for the regular attendance to dusting and tidying of the school and grounds.
9. To suggest and institute improvements and alterations in school organization and administration.
10. To control finance with regards to sports, "The Modelite", The Magazine Club, and social functions in connection with the school.

Notes for Visiting Teachers.

The teacher as President is able to exert his influence to a greater or less degree as circumstances require, but care must be taken that all power is not thus lost to the Court, and that their power becomes merely nominal. It is often advisable to permit the Court to make errors in the performance of their functions and thereby learn to feel their responsibility and arrange to remedy faults and errors of policy. The responsibility must be real to be effective, and the children must feel that it is real. In instituting a system of this kind in your own school I advise that only limited powers and duties be given at first and these may be increased as the children learn to

respond to their responsibilities. But remember, ~~that~~ once a power is given ^{to} be very careful in over-riding the Court's decision.

6. The Vice-President and Head Prefect.

The Vice-Presidency and Head Prefectship shall be a dual office to be held by one child who will usually be referred to as the Vice-President.

Appointment.

Written nominations for this position are to be handed to the teacher immediately prior to the election and must be signed by two children of the school. In the event of no nominations being received the teacher will nominate two candidates and a ballot will be taken as if two candidates had been nominated by the children. If only one candidate is nominated the teacher has the right to either declare that candidate elected or to nominate another and cause a ballot to be held.

The candidate receiving the highest number of votes at the ballot shall be declared duly elected; provided that where there are three or more candidates for the position no candidate shall be declared elected who has not received an absolute majority of the total votes cast at such election; provided further that if no candidate receives an absolute majority at such ballot, then a second ballot shall be taken, the teacher directing that the candidate receiving the lowest number of votes at the first ballot shall be omitted from the second ballot, and

this procedure shall be followed until one candidate receives absolute majority of the total number of votes cast.

Note:- This procedure of electing the Vice-President is adopted so as to give complete instruction in the manner of carrying out elections. Elections for other offices are not so involved.

Term of Office.

The Vice-president shall hold office for one term.

A retiring Vice-President may stand for re-election. The election shall be held on the first day of each term.

Children Eligible for Office.

1. Any child in S5. or S6. provided:-
 - (a) He has been a member of the school for at least one term.
 - (b) He has not forfeited his "Civil Rights". (see p. 38.)
 - (c) He is twelve years of age or over.
2. Further provided that if there are insufficient children in S5. and S6 eligible to allow for two candidates to be nominated then S4. children shall become eligible, or the age limit may be lowered.

Powers of Vice-President.

1. In the absence of the teacher full control of the school whether within the school building or elsewhere.
2. In the scholarship work may award "Neat" or "Poor" marks.
3. In the absence of the teacher may alter the work as set out in the work-book to suit the requirements of the moment.

4. May order any child to do any duty or work that the occasion calls for.
5. May convene a meeting of the Court of Honour for any purpose whatsoever and in the absence of the President preside at such meeting.
6. May grant permission for any child to leave the school grounds or buildings.
7. May detain any child after school for misbehaving or place any child under "arrest".

Duties of Vice-President.

1. To take full control of the school, inside or outside, in the absence of the teacher and carry out the work as the teacher would wish it to be done were he present.
2. Ensure that children carry out their duties faithfully and to the best of their ability, by assisting responsible officers in the performance of their duty.
3. To convene a meeting of the Court of Honour at any time found necessary to obtain discipline or satisfactory working.
4. To issue weekly, Routine Orders, showing:-
 - (a) Patrols on Duty.
 - (b) Drill Sergeant.
 - (c) Next for Duty as Drill Sergeant.
 - (d) Special Instructions as the Court may direct.
5. To see to the issue of Standing Orders and additions or amendments that may be necessary.
6. (a) To indent for "Quarter money" supplies when necessary and keep a record of indents.
7= (b) To collect "Quarter money" at the beginning of each quarter and pay same to the Headmaster.
(c) To issue "Quarter money" supplies to Patrol Leaders as required.
7. To respond or speak on behalf of the children when

occasion demands.

8. To conduct such lessons or part of lessons as the work book or other circumstances call for.
9. To do his utmost at all times to maintain discipline, tone and good feeling in the school.

7. The Secretary.

The Court of Honour shall appoint a Secretary at the first meeting at the beginning of each term.

Duties.

1. To keep minutes of all meetings of the Court of Honour.
2. To keep the "Conduct Book" in which all convictions and punishments awarded by the Court shall be recorded.
3. To assist the Vice-President in issuing and writing Routine and Standing Orders.
4. To write all letters dealing with matters within the jurisdiction of the Court.

8. The Patrols.

At the beginning of each term after the election of the Vice-President the remainder of the school shall be divided into four patrols (two of boys and two of girls). The patrols shall, as far as convenient, consist of one child from each class in the school and will, therefore consist of seven or eight children. The Girl Patrols shall be named "Kiwi" and "Kea", and the Boy Patrols "Huia" and "Morepork". When the personnel of the patrols has been decided, the members of each patrol will elect their own Patrol Leader and Second. As far as possible, the personnel of the patrol will not be altered throughout the year.

Duties of Patrol Leaders.

1. To represent their patrols on the Court of Honour and bring before the notice of the Court any matter requested by the patrol as a majority.
2. To care for the welfare of each child in his or her patrol and ensure that each is acquainted with Routine and Standing Orders in so far as they affect him, especially in the case of the younger members.
3. To appoint monitors for duty (in writing) when patrol is on duty and superintend the work of them.
4. To keep a record of patrol marks for the Flag and Shield Competition.
5. To assemble their respective patrols at all assemblies and assist in maintaining order and discipline.
6. To assist the Court of Honour and the Teacher and other officers in maintaining discipline and School Honour.
7. To issue to members of patrol, as required, "Quarter money" supplies and keep a record of such issues.

Powers of Patrol Leaders.

1. May order any member of his or her patrol to carry out any duty or work in connection with the administration of the school that occasion calls for.
2. May place any member of his or her patrol under "arrest" for non-observance of any routine or standing order or wilful disobedience of Leader's order.
3. May grant permission to any member of Patrol to leave the school boundaries as defined in Standing Orders for performance of any duty.

Duties and powers of Patrol Seconds.

1. In the absence of Patrol Leader full responsibility and power of Leader.
2. To assist Patrol Leader in the performance of his or her duty.

9. Teacher's Aide-de-Camp.

This is an office requiring special qualifications and training. The appointment therefore is for at least one term and may be extended at the discretion of the teacher who alone makes the appointment.

Duties.

1. To keep Teacher's table dusted and polished and books and papers thereon neatly arranged.
2. To put away at the end of each period such books as the Teacher no longer requires.
3. To lay out text-books in readiness for lessons at each change over.
4. To lay out Work Book, Scheme, and text books each evening and assist where necessary in preparing work book or boards for next day.
5. To keep Teacher's book-shelf in order.
6. To assist Teacher in any way possible.

Privileges.

1. May enter the school at any time to carry out personal or official duties.
2. Exempted from patrol duties in connection with Routine Orders but may volunteer to undertake any portion of them.

10. Librarian.

The Librarian is elected by the school at the beginning of each term from the Senior Division.

Duties.

1. To control all school stores (excepting "quarter money" supplies) and cupboards, including library and magazines.
2. To collect Magazine Club subscriptions and pay accounts as directed by the Court, keeping a record of each transaction.

3. To assist the Teacher in the issuing of library books.
4. To control the lending out of Magazines.

11. Class Captains.

The school is divided into three "Classes" each under the charge of a Class Captain.

- (a) Senior Class :: :: :: :: :: :: :: S5 and S6.
- (b) Middle Class :: :: :: :: :: :: :: S3 and S4.
- (c) Junior Class :: :: :: :: :: S1 and S2 and P.

The Class Captains are appointed for one month according to merit as shown on the "Progress Charts".

Duties.

1. To appoint Subject Prefects (according to merit in the respective subjects as shown on "Progress Charts") to assist him or her in his or her duties, and see that they perform the duties allotted them.
2. To see that every scholar in his or her class is notified of what work to do at every change over and in every way assist the Vice-President and the Teacher in keeping the school busy every moment of the day,
3. To see and check for neatness all written work of his or her class. To see that work not passed is done again. For this purpose enter names on "Defaulters' Sheet".
4. To see that each scholar enters up his or her marks on the Progress Charts and at the end of each week average the marks.
5. Assist the teacher in preparing the Blackboards for the day's work.

Power and Privileges.

1. May award "C.C." stamp when written work of members of his or her class is done sufficiently neatly, or may refuse to ~~award~~ award stamp if work is untidy. If stamp is refused the child must do the work again or such part of it as the Class Captain directs, before handing in to the Teacher.

2. May order any scholar of his or her class to be detained for misbehaviour in class.
3. If necessary may substitute any other lesson if unable to carry on with lesson ordered in the work-book, if at the time the Teacher is otherwise occupied, but must have the class ready to proceed with the set lesson immediately the Teacher is free.
4. May order any scholar in class to do any scholarship work, at any time.
5. May enter class room at any time to carry out personal or official duties.
6. Is exempted from Patrol duties but may volunteer to do some, provided such patrol duty does not interfere with his duties as Class Captain.

12. Subject Prefects.

Subject Prefects are appointed by the Class Captains by merit as shown in the "Progress Charts". They hold office for one month. Each Subject Prefect deals with a group of three subjects, there being three Subject Prefects to each of the three classes.

Duties.

1. Give out and collect any books or material for their respective subjects when required.
2. Conduct marking or checking as required by Class Captain, Vice-President or Teacher.
3. Assist Class Captain in his or her duties.
4. Assist other children in their work provided that the assistance is given at the blackboard.

13. Drill Sergeant.

This duty is to be undertaken in turn for a week at a time by the Patrol Leaders. The Drill Sergeant is appointed in Routine Orders by the Vice-President. If the

Drill Sergeant is absent his or her Patrol Second will undertake the duties pro tem. If both are absent the Next for Duty as Drill Sergeant is responsible for the duties pro tem.

Duties.

1. To take charge of the bell and ring punctually at the times stated on the chart given. It is this official's special duty to see that the school works punctually to the time-table ---only the Teacher or Vice-President having authority to alter the times.
2. To take charge of the Tooth Brush Drill each day.
3. To take charge of the Preparatory Division for Physical Training according to the tables supplied, excepting on such days as the work book orders.

Note:- The teacher arranges to take charge of this Division at least one day of each week, and at such times the Drill Sergeant re-joins his patrol.

4. To ensure that no class interferes with the working of other classes. If any class is working too loudly or in any manner to distract or interfere with other classes, it is the duty of the Drill Sergeant to ring the bell and request the class offending to work more quietly. Class Captains must on all occasions acknowledge orders and requests from the Drill Sergeant.
5. To ring the bell and order the school to stand when any visitors enter the room.

14. Patrols.

There are two patrols of girls and two of boys. These take it in turn to supply monitors for the following duties. Patrols on duty are warned each week in Routine Orders. The Patrol Leader is responsible for the individual appointment to duty and to see that the duty is performed satisfactorily. The Leader of the Patrol on Duty will make out his appointments in writing and post

on the wall in the place provided.

Duties for Girls when on Patrol Duty.

1. Blackboard Monitors. Two to be appointed, whose task it is to clean all blackboards as soon as work thereon is finished with. They must before leaving for drill, play, lunch or home see that all work not further ~~requ~~ required is cleaned from the boards.
2. Dusting Monitors. Two to be appointed whose duty it is to dust down the ledges, mantelpiece, and furniture in the room every morning before school.
3. Flower Monitors. Two to be appointed whose duty it is to bring, or arrange for others to bring, flowers for decorations and arrange the flowers in vases and generally attend to the arrangement of the room. They will also attend to the pot plants, gardens, etc., during the week.
4. Bowl Monitor. One to be appointed whose duty it is to keep the bowl full of clean water, changing it as often as necessary during the day.

Duties for Boys when on Patrol Duty.

1. Window Monitor. One to be appointed whose duty it is to attend to the opening and closing of the windows daily.
2. Inkwell Monitor. One to be appointed whose duty it is to keep all inkwells in use in the school full, and to keep ready made a supply of ink.
3. Waste Paper Monitor. One to be appointed whose duty it is to see that the waste paper basket is emptied daily.
4. Corridor Monitor. One to be appointed whose duty it is to dust down ledges in the corridor and ensure that each child uses his or her own peg. He will impound any hats, coats, or other articles left on the floor.
5. Police Monitors. Three to be appointed whose duty it is to keep the playground tidy and free from papers and rubbish.
6. Fire Monitors. Two to be appointed during the cold season to light the fire and keep the wood-box supplied with fuel. They must light the fire before school commences. The fires will only be lighted on those days when the thermometer is below 45 degrees Fahrenheit.

15. Editor, "The Modelite"

The Editor will be elected on the same principle as the Vice-President and hold office for one year. It will be his duty to collect matter for publication in the School Magazine, "The Modelite", edit this matter and in conjunction with the Teacher arrange it for publication. The publishing and sale of "The Modelite" will be in his hands.

D I S C I P L I N E.

The doctrine aimed at in the organization, discipline and internal working of this school is one which admits the full significance of the state and society but yet reasserts the importance of the individual and safeguards his indefeasible rights. (See Nunn, "Education: Its Data and First Principles, pages 8 and 9), on "Individual Liberty -- The Boast of Englishmen.")

Ultimate Aims.

1. To develop citizens who will respect the law of the community and consider others as well as themselves, not because of the fear of punishment, but from an ingrained sense of justice --- Self-discipline rather than enforced discipline.
2. To work with a willingness and cheerfulness whether supervised or otherwise, from a sense of honesty and of duty or for the love of the work.

Immediate Aims.

1. To maintain order and good feeling in the school and its environments.
2. To restrain all unruly impulses of the children.

3. To remove the inborn idleness found in some natures.
4. To direct the child's instinctive impulses into useful honest and healthy activities.

General Methods of Maintaining Discipline.

1. By careful organization that will permit of personal influence and enable a continuous supply of healthful occupations to be placed before each child.
2. By careful preparation of each day's work to ensure that every child will be occupied usefully every moment of the day.
3. By placing an ideal standard of behaviour before the children in such a manner that it will appeal to their natures and instil a pride in the moral condition of the school. (See following notes.)
4. By placing responsibilities upon individual children so that this pride in behaviour becomes a personal affair, and thereby assists in ingraining the high standard of behaviour into the self-complex of each child.
5. By providing so far as practicable good environment inside and outside the class-room so that the esprit de corps is fostered and impediments to good discipline are to some extent removed.
6. By personal example, in a natural manner, of the teacher. His bearing, voice, manner, and dress to be consistently pleasing and attractive to the children which will foster healthy, and in children especially, natural "hero-worship" which will maintain a certain formality and dignity but not to the extent of being awe-inspiring.
7. By seeing that duties and offences are clearly understood by all children, and that the reasons for the duty and of the offences are intelligible.
8. By the teacher coming into personal contact with the parents and by endeavouring to interest them in the school and its aims so that the parents as well as the children will have confidence in the teacher and in the school tone.
9. By the careful administration of justice. (see following notes.)
10. By the discriminate use of punishments and rewards,

together with a personal study of each child's nature and home environment.

The Ideal Standard.

The general organization and spirit throughout the school are those of the Boy Scout and Girl Guide organization^s which have appealed so strongly to boys and girls not only throughout the Empire but throughout the whole world. The foundation of these organizations is "Honour", "Definite Responsibility," and "Cultivation of a High Moral Tone by appealing to the child's natural instincts," and these form the basic factors employed throughout all work, and activities in this school.

The Scout's Promise.

"I promise on my honour:-

1. To be loyal to God and the King.
2. To help other people at all times.
3. To obey the Scout law."

---"Scouting for Boys", by Maj+Gen. Sir Robert Baden-Powell.

Such children over ten years of age as volunteer to do so will take this definite promise. Younger children and others will make no definite promise but will be encouraged by all means to adopt and keep up this spirit. Before making the promise a child will be required to know the Scout Law. The Court of Honour in the early stages of the development of this organization passed a resolution, "that the Scout Law shall be considered as the Law of the School." For the purposes of emphasis the resolution

will be brought before the Court of Honour for endorsement at its first meeting each term.

The Scout Law. --- (From "Scouting for Boys")

1. A Scout's Honour is to be Trusted.
2. A Scout is Loyal to the King, to his Parents, (and to his school).
3. A Scout's Duty is to be Useful and to Help Others. He must do at least one Good Turn Every Day.
4. A Scout is a Friend to all and a Brother (comrade) to every other Scout.
5. A Scout is Courteous.
6. A Scout is a Friend to Animals.
7. A Scout Obeys Orders of his Officers and Parents without Question.
8. A Scout Smiles and Whistles under all Circumstances.
9. A Scout is Thrifty.
10. A Scout is Clean, in Word, Thought and Deed.

In this school the aim shall be ~~rather~~ to foster the keeping ^{of} the spirit of the law rather than to enforce it by fear of punishments.

Rewards.

1. Annual Prizes.

The teacher will not personally award any Special Prize (such as books) for any branch of the work or sport.

2. Rank and Responsible Office.

(a) Rank of ~~class~~ Class Captain and Subject Prefect is made monthly for merit in scholarship.

(b) Rank of Head Prefect and of Patrol Leaders and Seconds is made for one term by election.

3. Good Marks.

Three grades of marks may be placed on any written work: -

- (1) For Satisfactory Work the Class Captains give their "C.C." stamp. Unless this stamp is obtained the work must be done again. If work is very careless a "Poor" stamp is given. See under Punishments.
- (2) For Neat Work, the Vice-President may award his "V-P" stamp.
- (3) For Very Neat Work, or for considerable signs of endeavour the Teacher may award a "Neat" stamp.

These marks are stamped on the work and the honour of having them is the only individual reward.

4. Patrol Competition Shield.

The aim is to foster a patrol spirit. At the end of each month the Patrol gaining the highest average of marks has its patrol sign placed on the shield. The Patrol Flags are also arranged in order on the Pole, the Patrol with the Highest Average of Marks having its flag at the top and the remainder in order of marks. The patrols assemble during the month in the order of the flags.

Marks are awarded to individual members of the Patrol and are kept on special mark sheets. The stamps given as individual good marks (see above) count for the patrol in the competition as follows, and additional marks may also be given for any work or tidiness of person, books and desk.

Each "V-P" stamp counts 5 marks.

Each "NEAT" stamp counts 10 marks.

Each "Poor" stamp counts Minus 10 marks.

Also for attendance and punctuality 100 marks are given to

each individual of the patrol for each half-day present, but minus one mark for each minute late or leaving before time, provided that absence due to sickness shall carry half-marks.

5. Praise.

An encouraging word, and genuine praise ^{are} ~~is~~ to be used as occasion offers. A word of praise is great encouragement^e and often helps in inculcating a feeling of proper self-respect. Praise used in conjunction with censure is often a great aid. Where a child produces a poor attempt at any work, its correction is necessary and a certain amount of censure is usually required, but where evidence of endeavour is to be found a word of praise for this keeps up the child's hope. He is not tempted to "give in". The teacher's aim is to encourage the "try again" spirit. The teacher must try to see the difficulty from the child's point of view and consider the child's nature and using praise, encouraging words, and censure as seems expedient to gain the desire to succeed.

Punishments.

(See Nunn, "Education: Its Data and First Principles" page 200, with reference to the place of punishment in the school economy).

In administering justice it shall be the aim of the teacher to study and know each child's character, moods and outlook on life so that though it may be necessary for the common good to administer punishment summarily, the

cause will be studied and an endeavour made to help the child ^{to} master his faults and so build up a self-disciplined character. The timid, sensitive child must learn to brave his hard knocks and keep a stout heart --- the cruel and domineering must learn tenderness and respect for other natures --- the lazy and the thoughtless must learn to love activity and thoughtfulness --- the boisterous must learn to direct ^{his} ~~their~~ energies ^{into} ~~in~~ useful channels.

In selecting a punishment, ~~so far as is possible~~, ^{as far as possible,} the teacher shall try ^{to} fit it to the offence.

Forms of Punishments.

1. Censure. To be used sparingly as a positive deterrent against thoughtless and careless work or acts.
2. Indignation. Righteous but controlled to be reserved for occasions when its power seems to be specially required.
3. Shame. With a high moral tone in the school appeals to the sense of shame should be found ~~advisable~~ for first offenders.
4. Detention. To be used with care for serious offences and perhaps for unpunctuality when such tends to become a ~~pernicious~~ habit.

Note:- Although Class Captains are given authority to detain (see powers and privileges of Class Captains, No.2. page 27) this is chiefly for the purpose of having the matter dealt with by the teacher without interrupting the school work at the time.

5. Deprivation of Pleasure. To be used occasionally when applicable.
6. Impositions. To be used for neglect or carelessness of lessons but only with the aim of correcting the fault and thereby teaching the need for industrious work, certainly not a ~~more or less long~~ set of "lines".
7. Bad Marks. Very careless work receives a "Poor" mark, which is a loss to the patrol and becomes a disgrace

to the child. Subsequent "NEAT" marks will reclaim the loss of marks to the Patrol.

8. Corporal Punishment. Strapping may be resorted to for exceptionally gross disobedience, impudence or cruelty, for the general moral tone of the school, but as a deterrent it shall not be considered sufficient in itself.

(See Nunn, "Education : Its Data and First Principles," page 101.)

9. ^{Trial}~~Trial~~ by Court of Honour. The Social Branch is in principle a self-governing body. The onus of the government is thrown upon the governed, and they are called upon not only to create the law, but to deal with offences against it. The Teacher's part may be expressed in the words of Professor Nunn, "Education : Its Data and First Principles", page 100 ;>

"His part is not to be a roi fainéant, but rather to be in his little republic a perpetual president, who must exercise the duties of citizenship all the more scrupulously and assiduously by reason of the exceptional powers his position gives him."

The functions and powers of the Court are detailed on pages 18 and 19. In drawing up their Standing and Routine Orders, arrangements must be considered for their enforcement. The following scale of offences and punishments has been drawn up as a guide to the Court in dealing with offences against its Orders.

Scale of Punishments.

1. Very Serious Offences. will be those in which outside persons are offended, thereby bringing disgrace upon the school.

Punishment: 1. To be reported to the Headmaster, and

2. To be deprived of " Civil Rights" for a definite period not exceeding two terms.

2. Serious Offences. will be those in which School Honour is affected but outside persons are not offended, such as cheating at games, or work, bullying, and deliberate defiance against the School Laws.

Punishment: To be given extra duty, * and

If holding office loss of office, * and

To be deprived of " Civil Rights" for a

definite period not exceeding one term.

3. Lesser Offences, will be those in which only personal honour is affected and no other persons within or without the school are offended.

Punishment: To be given extra duty, or

If holding office, loss of office, or

Confined to Bounds, for a definite period.

Definitions.

1. Deprivation of "Civil Rights".

A child deprived of "Civil Rights"

- (a) Will not belong to any patrol, but will be attached to a patrol as a prisoner. He will continue to do his turn in all duties ordered by the leader but will not be permitted to attend meetings of the patrol for discussing school or patrol business.
- (b) Will not have a vote at any election or decision of any kind.
- (c) Will not be permitted to hold office in the school, either social or scholarship.
- (d) Will not be permitted to be in any sports team, (but may play in practices) without the Special Permission of the Court.
- (e) Will at all times be confined to bounds.

2. Extra Duty.

Extra duty may include weeding gardens, or paths, cleaning windows or school furniture; collecting rubbish and paper from school grounds.

3. Confined to Bounds.

During the term of confinement offender may play only

- (a) In front of the School Building, or
 - (b) In the ground on the West of the Building,
- and may only leave these bounds on gaining permission from the President or Vice-President.

SECTION IV.

The Teacher's Attitude Towards His Pupils.

The Syllabus of Instruction points out that the teacher's attitude, towards his pupils and towards his work, is a potent factor in influencing the development of character in children. The foregoing section, especially those parts dealing with aims and discipline, indicates to some extent the teacher's attitude towards his work, and the children at the school. A scheme of work, however, is essentially merely a plan; an exposition of what he seeks to obtain; it does not necessarily follow that he will be able to put into practice what he has planned. Further in tabulating the various details of the organisation it is difficult to retain the unity of spirit that underlies and controls the actual practice.

When the school had been in operation for twelve months (that is towards the end of June in the second year) the teacher wrote up the following account of a day's activities. Besides serving to co-ordinate the details of the forgoing scheme it will indicate the teacher's attitude at that time, and also the nature of the relationship between the teacher and the children.

teacher's text books and lays them open, face down, on the table.

The teacher, himself, goes out into the grounds to enjoy for a few minutes longer the warmth of the sun.

"A Day's Work!"

The teacher makes a point of arriving at school twenty or thirty minutes before school commences. He is usually met along the road by a group of children. He discourages large numbers but welcomes two or three, and takes this advantage of interesting them in various matters, or in having a confidential talk with an individual.

This morning he is joined by Fay and Dulcie, two sixth standard girls. Dulcie is Vice-President but Fay, as usual, is the chatterbox and relates details of a party they were at the previous evening. At the swing bridge ~~a group of~~ three junior boys are waiting but observing the senior girls they wait to say, 'Good Morning' and scamper on ahead. However they are eager to tell about an approaching birthday party, and as soon as the master reaches the school gates they claim his attention. Due interest is taken in Victor's announcements, and then with a word or two for the others gathered round about, the teacher opens the doors. The fire monitors come in to light up the fire, and the teacher's aide-de-camp is not far behind. This young lady opens the work book for the day and hangs it in its place for the Class Captains to see. She glances at the first lesson, finds the teacher's text books and lays them open, face down, up on the table.

The teacher, himself, goes out into the grounds to enjoy for a few minutes longer the warmth of the sun.

Several of the bigger boys and girls are playing with the basket-ball. It is a general melée passing game, boys versus girls. Fay and Dulcie have joined in. They are both very tall girls and have some advantage over the others, but each of them passes the ball to smaller girls even at the risk of having it intercepted by one of the boys. Dulcie passes to Maisie a standard two mite who has eagerly watched but not yet taken a more active part. The ball falls to the ground and Maisie runs to pick it up, but big Hugh of standard six snatches it from her grasp and passes to Jimmy. One or two girls protest that he is not fair, but Hugh ignores them and the game continues. In a few moments Walter of standard three gets the ball and deliberately passes to little Maisie. Hugh taunts him with, "Who are you playing for, Wally?" but Walter ignores him and intercepts a pass very neatly. He passes to Jack and the boys have the ball for several minutes but no one passes to Hugh although he calls lustily. He realizes the position in a few minutes and throws tantalizing jibes at one or two of his companions and even threatens one. But he is boycotted for the rest of the game, and even by Jimmy his particular chum who is usually dominated by him. The teacher observes all this as he chats with the two observers who have just arrived.

The assembly bell is quickly responded to and while the teacher and the observers stand by the four patrols form up under their leaders and the Vice-President officiates at the head. She gives the necessary orders

to march in with the necessary intonation to ensure smartness in execution. The marching of the bigger ones is quite good with just that little bit of pride in the knowledge that it is good and is being duly observed. The smaller ones try hard, even if their efforts are not very successful. When the teachers enter the room all the children are standing at their respective tables, the fire is crackling merrily and the room is feeling its warmth already.

"Good morning, Ladies," The Vice-President greets the two observers, who respond suitably.

"Good morning, Mr. ----" she then greets the master.

"Good morning, girls and boys. Do you think it was a good assembly this morning Dulcie?" he asks the Vice-President.

"Oh, yes, sir! I think so."

"So do I. I think it was very well carried out."

With this word of praise he takes out the attendance register, whereupon the Vice-President orders the school to sit. All but the Class Captains do so, and without further word writing pads and pencils are taken out. The Captains remain standing for roll call, which is conducted in this manner:-

Teacher: Juniors?

Junior Class Captain: Dick absent, sir.

The teacher glances at the class to check this statement, enquires about Dick from his elder sister, and marks this portion of the roll.

Teacher: Three and Four?

Middle Class Captain: All present, sir.

Teacher: Seniors?

Senior Class Captain: Bessie absent, sir.

The three class captains move quietly over to the work book hanging on the wall. The first hour is set out as follows:-

Time.	Primer Classes.	S.1 and 2.
9.0-9.20	Tower Building Game S.P.	Table Building- 6 times. with sticks. C.C.
9.20-9.40	Number writing and Counting --at board Teacher.	Arith. Books. S.1. P.57. Ex 44. A. S.2. P.42. Ex.22 A.B.C.
9.40-10.0	P1. Picture number matching. P2. Sums on board.	Correction and discussion Teacher.
Time.	S.3. and 4.	S.5 and 6.
9.0-9.20	Oral Arith. Tchr. Parts of £.	Mental: Books: 15 mins. C.C. S5. p.72. Ex. 42 A & B. S6. p. 58 Ex. 29 A.
9.20-10.0	Ar. Books.S.P.Mark. S3. p.48.Ex.47 A. S4. p.42.Ex.26 B.	Ar. Books. S.P's Mark. S5. p.73. Ex. 42. C. S6. p.59. Ex. 29 B.

Each Class Captain looks at his own section and announces the work.

The seniors are waiting ready and the page is soon found.

"All ready?" asks the Class Captain. There is no dissent so she glances at the clock. It is 9.3. She writes 9.18 on the board and gives directions to commence at the same time opening her own book.

The Middle Division are to be taken by the teacher, who

has, immediately after putting away the register, commenced the lesson at 9.2.

Meanwhile the Junior Class Captain has told her classes what to do. A primer boy gets out the blocks from the cupboard, lays down the mat by the fire, and the primers sit round to play a counting game they like. The first 'tower' of this game is underway at 4 minutes past nine. A Subject Prefect in S2. has handed out the boxes of coloured sticks to Standards 1 and 2. The Class Captain stands in front and quietly calls the table whilst the class whisper with her and at the same time lay out their sticks. They have commenced work at three minutes past nine.

At 9.18 the Senior Class Captain has finished her own mental and is waiting answer books in hand. She calls, "Time," ---Papers are changed quietly and answers called out. At 9.20 the work is marked and returned. The Drill Sergeant now rings his bell.

"All classes change," he announces.

Each of the Class Captains acknowledge the order with,

"Thank you, Wilfred".

The Class Captains go over to the work book and in turn read out the next lesson. Subject Prefects in the primer classes put away the blocks and mat, while the children go to their boards. The teacher has also moved over to them and in less than thirty seconds has commenced their lesson.

Meanwhile the Mathematic Prefect of S1 and 2 has collected the sticks in his class and put them away. Books are out

and this class is busy with their sums. The middle division classes have also commenced their new tasks.

In the Senior Class the mental arithmetic papers have been collected by the Subject Prefect and placed on the Class Captain's table. Each child has entered his score on his chart which is affixed under the lid of his locker table, and is busy at his arithmetic problems within a minute of the change bell ringing. The Class Captain takes another minute to look at the papers on her table, and affix the "C.C." stamp. Jack's paper is not neat enough. His name goes down on the Defaulter's Board, and the papers are place on the teacher's table. Then the Class Captain herself commences her exercise. She has been appointed on merit so can afford to give the others a minute or two's start. The teacher's lesson allows him a few moments to stroll round the other classes and note their progress. A boy in standard one is in difficulty. He stands up and asks his Class Captain to show him how to do a sum. They go to a spare board together, and work the sum out there. The teacher observes this and mentally notes what is being done. Another joins these two for help. When the sum has been shown it is rubbed off and they return to their work.

At 9.30 the teacher has his little ones working well and so leaves them and looks over the work of Standards 1 and 2. Standard 1 is in difficulty with ~~their~~ division sums. He calls them out to the board and spends five minutes demonstrating. Then he returns to his primers and completes their lesson.

At 9.40 the Drill Sergeant again rings his bell and calls, "Primers and Standards One and Two, change."

"Thank you, Wilfred."

The primers go to their places while the Class Captain tells little Victor to give out the Picture Number boxes. She starts P1 class going herself while P2 are shown what to do by the teacher. He tells Standards 1 and 2 to go on for a few minutes since their time had been interrupted, and he spends a few minutes looking around the senior class, helping one boy a little. He then corrects the work of Standards 1 and 2 and with the class works a few of the sums on the board. He then leaves them to enter their marks and hand in their papers.

At 9.50 the bell rings again.

"Mark Work," announces the Drill Sergeant.

The comparative quietness of the room now gives place to what at first might appear to be a confused hubbub, but there is order in it all. The Middle and Senior Class Captains call out the answers for their respective classes, while the teacher runs through the papers on his table, awarding "Neat" marks where he deems worthy. All work having been marked from S1. upwards the Class Captains collect the papers and stamp them for neatness. There are no defaulters, and the papers are placed on the teacher's table. Meanwhile the teacher is checking the work done by P1 and the sums of P2.

At 9.58 the bell rings again.

"All get ready for toothbrush drill."

Two monitors go out to get the mouthwash ready. The Vice-President marches out the remaining children while the Drill Sergeant officiates at the drill with the help of the two monitors. It is done efficiently without the direct supervision of the teacher who uses these five minutes to scan the work on his table, and enters up his work book for this period on the morrow whilst the progress made is fresh in his mind.

The next hour's work for the day is set out in the work book as follows:-

Time.	P. Classes.	Remainder.
10.0 -10.5	Toothbrush	Drill.
10.5 -10.20	P.T.Table 6 and game	P.T.Table 24, 1-4, and 23,5-8.
10.20-10.45	15 mins. Word-Match ing Cards. 10 m. Wri- ting these	Spelling: New list 10 words. Test 20 words.
10.45-11.0	Recess.	

At 10.5 when the toothbrush drill is completed the teacher is not quite finished but he is not worried on account of his class. They know what is expected of them and he knows they will do it. He takes four more minutes to complete his entries. Meanwhile the Drill Sergeant having completed the toothbrush drill forms up the primers in a ring and gives them the exercises from the card he has brought out. The remainder form up in their patrols in extended order, each leader dressing up his patrol.

The Vice-President finding the master not out goes in and gets the card with the table of exercises and returning immediately conducts the exercises. Thanks to her own keenness and to the teacher's instruction, and also to the school tone and patrol spirit her commands are given remarkably well and the exercises executed in ^{credible} ~~credible~~ fashion.

"Quite as well as I manage them, myself," one of the observers remarked later in the day.

The third exercise is in progress by the time the teacher is ready. As he comes up the Vice-President hands him the card, completes the orders for the movement, and then takes her place in front of the squad facing the teacher. The teacher continues with the movement without a noticeable break.

Half way through the seventh exercise the headmaster comes in at the gate. The teacher hands the card back to the Vice-President who immediately continues with the exercise, while the teacher turns to the headmaster. The observers are introduced, and the headmaster obtains particulars of some matter he requires and then watches while the Vice-President organises the relay race set down.

At 10.20 the teacher tells them to march in. This is done under the Vice-President's commands and the Drill Sergeant follows with his little squad. The headmaster detains the teacher and the observer for a few minutes after which they follow the children into the schoolroom.

By the time they arrive the school is seated and particulars of the lesson have been announced. The primer Subject Prefect is distributing the word matching boxes and the Class Captain is explaining to them what to do. The remainder are heading up for the new list of words. This list is already on the board, and each class knows where to look for its own particular words. ~~==~~ The Vice-President, taking her book to the teacher's table, conducts this portion of the work by the 'flash' method, while the teacher checks the primer's work and shows them how to go on with the writing. The youngest lad needs help in this so Nada of the sixth who has already shown her ability at the spelling tests is asked to give the necessary assistance while the test is dictated to the remainder by the teacher.

This completed, Nada checks the work of the primer class and dismisses them while the remainder, in rotation, commencing from Sl, bring their papers for marking under the direction of the respective Class Captains. Words are marked and "Neat" stamps affixed. The children return to their places enter their scores on their charts and if necessary correct their errors which are checked by the Class Captains. As each child completes his work he leaves the room. It takes four minutes to mark the twenty-odd papers. Jack the defaulter remains behind to do his mental again and when finished places it on the Class Captain's table.

In the playground a game of basket-ball is arranged

which is refereed by one of the observers while the master and the other observer take part in the game.

A few minutes before the assembly bell rings the master stops the game and reminds the players that their hands will need washing. The assembly is not so good as the nine o'clock one as three or four are still washing their hands. The Vice-President, however, does not wait for them but calls, "Attention."

As the patrols are marching into school the laggards turn up. However they do not forget the procedure, probably because it is Wilfred who first appears, and Wilfred is always very punctilious. He steps up to the master and says,

"I'm sorry I'm late, Sir."

The others follow his example and then file into school behind the last patrol.

The next hour's work is set out as follows:-

Time.	P. Classes.	Junior Classes.
11.0 -11.20	Reading: Teacher	Silent Rdg. Sup. Readers
11.20-11.30	Writing.	Oral Rdg. Journals p 130
11.30-12.0	Crayon Drawing	Crayon Drawing.

Time.	Middle Classes.	Senior Classes.
11.0 -11.30	English, onboard.	Essay set on board.
11.30-12.0	Rdg. Journals pl34.	Sil. Rdg. Supp. Readers.

Everybody has commenced work within a minute of entering school, and everything proceeds quite well. A:

11.20 the Junior Class Captain directs the oral reading in standards 1 and 2, while the teacher listens, ~~while at the same time~~ directs the writing in the primers, and ~~then~~ corrects the English in the Middle Class. As the seniors complete their essays they hand their books to the Class Captain and go on with their reading.

At the 11.30 bell the Middle Class Captain conducts her class in reading while the teacher directs the commencement of the crayon work. A few minutes before time, one or two of the Senior Class are asked to tell the others what they have been reading about, and the crayon work is held up for general inspection. When the bell rings for lunch hour, all books have been put away, and the blackboard monitors have cleaned the boards of all work no longer required. As all classes are ready to go at the same time, the Vice-President marches them out.

As soon as the school assembles in the afternoon the 'Daily Inspection' takes place. Each child opens his locker and the teacher sees that the books are neatly arranged and that the progress cards are neatly entered. Neat marks are awarded if everything is correct order. In three minutes the inspection is completed and the afternoon's work proceeds.

The teacher is busy giving a geography lesson to the middle and senior classes when there is a tap at the door and the headmaster enters with a lady and gentleman. It is the visiting committee for the week. Immediately the Drill Sergeant's bell tinkles.

"School, stand," he orders.

The teacher introduces the visitors and the Vice-president on behalf of the children acknowledges the introduction by wishing them 'Good afternoon.' It is the first time these particular committee members have visited the Model School, and one of them asks the inevitable question:

"Just how do you manage with all these classes to teach?"

So the teacher tells the children to sit down and go on with their work, and then takes his visitors round the various groups explaining the particular work they are doing. Meanwhile the Senior Class Captain has to take the teacher's place in the geography lesson, but as, of course, she cannot continue with the instruction she asks the class questions about the work they have been having. The headmaster, however, diplomatically sees that the visitors do not intrude too long on the teacher's time, and in a few minutes they depart.

For the last hour of the day the girls go over to the Main School for needlework instruction, while the teacher and the boys spend a busy hour in the gardens and grounds.

As the days are very short very few of the children remain after school for games, and the teacher is able to prepare his work for the next day. As the work book has been partly written up in odd minutes during the day this does not take very long, and by a quarter to four the

blackboards have been written up with the morrow's work, and the eight essays of the senior class marked. Another half-hour is spent in discussing various matters with the observers, and it might have been longer but for the arrival of the janitor to sweep out the room.

Something of the teacher's attitude towards punishment and its result upon the children's character is shown in the following account of an episode at the school that occurred towards the end of the third year.

Is it a Case for the Strap?

To-day the children have destroyed a beautiful tree. Why? ~~The~~ Because the game of the hour required good long switches, and the tree provided excellent ones. It was, too, a case of ^{rivalry} ~~rivalry~~ for the best. The tree was utterly destroyed in consequence. Further when the game was abruptly concluded by the clanging of the assembly bell, the only thought of the moment was the patrol's need for a smart 'line up' in order to gain the coveted marks in the competition. The switches were forgotten and merely dropped, or becoming encumbrances ^{were} thrown aside.

Was the destruction of the tree and the littering of the playground naughtiness? No. ^{At the very worst} ~~it was merely thought-~~ ~~lessness at the very worst.~~ What action then should a teacher take? I was very much annoyed at the destruction of the tree, and I was hurt at the litter in the playground. My first impulse was to round up the culprits

and let my wrath be felt at least by angry words and dire threats. But I held my peace and the assembly proceeded.

When the children had marched in I asked the two observers present (a lady and a gentleman) what they would do under the circumstances. In fact, neither had noticed anything amiss and had to have the litter and the damage pointed out to them. The gentleman said that he would certainly smack each of them for breaking the tree, but didn't see anything very serious in the litter question. The lady 'didn't know' but thought they had been very naughty to break down the tree.

As usual, of course, discussion began to bring matters to light that would otherwise have been overlooked. It was evident neither saw it in quite the same light as I did. This is, of course, natural ---they are not their school children, and, anyway, had they been, did they regard their charges in the same light as I regarded mine?

The gentleman's quite matter-of-course advice to smack them, was enough to direct some of my indignation in his direction.

"And what good, do you think, is smacking going to do?" I asked, and added, "It won't repair the damage." --That of course, was rather a foolish statement and due mostly to my pent-up indignation.

"No, it won't mend the tree," he admitted, "but it will teach them not to break down trees in the future."

That brought us back to the point.

"But will it teach them, or rather is that just what it will teach them?" I asked.

"Well, what else would it teach them?"

I found it hard to say and strove for time by asking the lady why she considered it naughty to break down the tree. Her surprise that it might be something else than naughtiness was quite evident as she answered,

"What else would you call it, if it isn't naughtiness?"

And so we came back to the real points at issue. In place of 'naughtiness' I defined it as 'thoughtlessness'. Yes, they understood the distinction I implied. They had not broken the tree out of sheer wilfulness, but under the spur of an exciting game had availed themselves of the most promising source of supply, without giving a thought to any other side of the question.

"And a good strapping will teach them to think next time," put in the gentleman.

I disagreed though not able to give very clear grounds why I did. I merely felt that strapping would not make much difference on a future occasion. If I could bring the children to realize the results of their ~~thoughtfulness~~ ^{thoughtlessness} it seemed to me, I told them, more likely to impress their minds sufficiently to have at least some influence on future occasions.

"A strapping will impress it much more ^{forcibly} ~~forceably~~," he opined.

"No!" I had now the point I had felt but had been unable to express.

If I strapped them the situation would be entirely changed. Punishment denoted authority and in future, if influencing a situation at all, it would be, "don't touch because you will get into trouble if you do," whereas the influence needed was, "don't touch because it will destroy the tree." It was not their relationship to authority that mattered; it was their relationship to the actual damage caused.

My friend thought such a distinction too fine for children to appreciate. Certainly, but they were not to be called upon to make the distinction. Either one or the other method would be adopted and the influence would work accordingly. He was not convinced, but I am, and the lady said she believed I was right though she had not looked at it in that light before.

When we went into school I sent the Court of Honour into the office.

"You have something to consider," was all I said.

They went without further question. I then addressed the remainder.

"Would all those who had switches please go into the playground."

I believe everyone went. I showed them the shattered tree. Was it an ornament like that? Would it recover? What would have to be done with it? Was it a loss? Whose loss? The garden's loss. No, the garden had no feelings to feel the loss. Who would feel the loss? What had their thoughtlessness resulted in? Yes, I am

sure they all felt it. As for the littered playground, I said no word about it. It was a minor, easily-remedied matter compared with the destruction of the tree.

They went back to the schoolroom and I went in to discuss the matter with the Court. They had realized the position and looked at it from much the same standpoint.

"It was a jolly shame," is how they expressed it. At playtime the boys cut back the ragged tree and repaired the damage as far as possible, but I doubt if the tree will survive. The switches were collected from the playground without any suggestion from me, and the game was not continued, exciting though it had been.

I wonder what would have resulted had I adopted my friend's suggestion? I am certain that the children's viewpoint would have been quite different.

(a) Responsibility for control in all activities excepting those definitely connected with the Scholarship Branch of the school work.

(b) And that this involved legislative and jurisdictional responsibilities;

(c) And that a definite 'constitution' was prepared for it, not by it, upon which to base its operations.

Further it must be understood that the teacher's aim extended beyond the mere utility from an instructional viewpoint of such an organization in that he looked upon it as a medium of attaining a spirit of co-operation between the teacher and the children, and of developing a standard of behaviour that the children would seek to maintain,

SECTION V.

The Social Activities of the Children.

The Social Branch of the scheme was based on the principles of "self-government" found in after-life community work. The executive body of this branch was the Court of Honour and consisted of five senior children under the presidency of the teacher. The Vice-President was elected by 'universal suffrage', every member of the school from the youngest infant to the teacher having the right to one vote. The four Leaders or patrol representatives were elected by the members of the patrols.

A reference to Section III, pages 18 and 19, will show that the functions of this Court involve:-

- (a) Responsibility for control in all activities excepting those definitely connected with the Scholarship Branch of the school work.
- (b) And that this involved legislative and jurisdicative responsibilities;
- (c) And that a definite 'constitution' was prepared for it, not by it, upon which to base its operations.

Further it must be understood that the teacher's aim extended beyond the mere utility from an instructional viewpoint of such an organization in that he looked upon it as a medium of attaining a spirit of co-operation between the teacher and the children, and of developing a standard of behaviour that the children would seek to maintain,

not from the fear of punishment, but from a pride in their school and a realization of their own responsibility.

That is to say, it was an intrinsic part of the school, not an extrinsic part added merely for instruction.

It is the purpose of this section to record the actual working out of this part of the scheme. Particular attention is given to the following, so far as they were observable by the teacher, as being the main factors involved in it:-

- (a) Details of the elections for Vice-President, and factors influencing the elections.
- (b) The manner ^{and} ^{with} ability ~~in~~ which the Vice-President performed his or her duties, and the main features of character that influenced his or her work.
- (c) The work of the Court of Honour as a governing body in its legislative, executive and jurisdicative spheres.

For the purposes of reference a roll is given on page 60 which will show the progress and relative position in the school of the children whose names are mentioned. Numbers only are given in the lower classes since these children are not mentioned by name.

The unit of time adopted is the period from one election to the next; excepting for the first year, this is a school term.

SCHOOL ROLL. (For reference only)								
6								
Class.	First Year.		Second Year		Third Year		Fourth Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
S6.	Reg. Melville	---	Hugh Jimmy	Dulcie Fay Nada	John Jack	Bessie Nora	Dan Wilfred	Beryl Janet
S5.	Hugh Jimmy	Dulcie Fay Nada	John Jack	Bessie Nora	Dan Wilfred	Beryl Janet	Harold Walter	Gertrude Nita
S4.	John Jack	Bessie Nora	Dan Wilfred	Beryl Janet	Harold Walter	Gertrude Nita	---	2
S3.	Dan Wilfred	Beryl Janet	Harold Walter	Gertrude Nita Hazel	+-	2	3	2
S2.	Harold Walter	Nita Gertrude	---	2	4	2	2	2
S1.-P.	8	4	7	4	6	2	4	6
Totals	18	14	15	16	16	12	13	16

The following table showing the personnel of the Court for each period, may also be useful for reference. Classes are given in each case, and, in parentheses the ages in years and months of the Vice-Presidents.

Court of Honour Personnel.

Period.	Vice-President	Leaders.
1st. Year.		
June to July.	Janet, S3. (11.0)	Melville, S6; Wilfred, S3; Fay, S5; Nita, S2.
Aug. to Oct.	Dulcie, S5. (13.1)	Hugh, S5; Wilfred, S3; Fay, S5; Nita, S2.
Oct. to Dec.	Nada, S5. (11.6)	Dulcie, S5; Fay, S5; Hugh, S5; Reg., S6.
2nd. Year.		
1st. Term	Nada, S6 (11.10)	Dulcie, S6; Fay, S6; Jack, S5; John, S5.
2nd. Term	Dulcie, S6 (13.11)	Fay, S6; Nada, S6; Jack, S5; Jimmy, S6.
3rd. Term	Dulcie, S6 (14.3)	Fay, S6; Nada, S6; Jack, S5; Jimmy, S6.
3rd. Year		
1st. Term.	Nora, S6. (12.0)	Beryl, S5; Bessie, S6; Jack, S6; Wilfred, S5.
2nd. Term		
May-June	Jack, S6, (12.3)	Nora, S6; Beryl S.5; Dan, S5; John, S6.
Jul-Aug.	Nora, S6 (12.6)	Bessie, S6; Beryl, S5; Dan, S5; John, S6.
3rd. Term	Nora, S6 (12.8)	Janet, S5; Beryl, S5; Dan, S5; Jack, S6.
4th. Year.		
1st. Term	Beryl, S6. (12.6)	Janet, S6; Nita, S5; Dan, S6; Wilfred, S6.
2nd. Term	Beryl, S6. (12.10)	Janet, S6; Nita S5; Harold S5; Walter, S5.

First Year:; Introduction of the Patrol System.

From the opening of the school on the 18th. June to the end of the first year the scheme was exploratory in nature and served a very useful purpose in consolidating the principles and defining its field of operation.

At the first election, the scheme of patrol organization was quite new and novel to the children. It must be remembered that the children had been drawn from the Main School of six hundred pupils and the children of one class knew very little about the children of another class. Further, segregation of sexes had been in operation in some of the classes at the Main School, while in general the boys and girls had, as is natural in a large school, followed distinctive fields of sport. Thus in being brought together for the purpose of founding the Model School the children were entering an entirely new world of social life. They were brought more in contact with children of varying ages, and of opposite sex. On account of the number of classes in the school, they had to show more independence in the actual lessons within the school.

While these factors offered difficulties, they were not without valuable compensating factors. The complete change in environment and customs offered a unique opportunity for the introduction of a special system, for the change of environment effectively broke down the customary routine. Had it been a case of introducing the system into

Janet was elected with a big majority over the others,

an established country school with a customary routine the endeavour to introduce a change in those customs would have presented widely different difficulties.

Secondly, the headmaster in choosing the personnel of the school had shown considerable foresight. Two of the girls in the fifth were inseparable chums and both were old for their classes. ^{They} ~~and~~ would be remaining at school for eighteen months and were a type that he considered would be very helpful. The three fourth standard girls were also chums. The senior boys, however, had been chosen for quite different reasons. Two of them had proved rather refractory ⁱⁿ ~~to~~ the group discipline of the Main School classes and he thought the opportunities for individuality that a country school would offer might be more in keeping with their natures. A third feature was the morale that accrued from the very name and nature of the school.

At the very outset, then, the teacher introduced the Scout organization. Patrols were formed, and a Vice-President of the Court of Honour elected. The first arrangement of patrols was to group all Seniors in one patrol and juniors in another. This resulted in the Court consisting of a S3. girl as Vice-President, a S5 girl and a S6 boy and a S2 girl and a S3 boy. (see page 61).

The First Period. (1) The Election.

There were three nominations for the position of Vice-President: a sixth boy, a fifth girl and Janet. Janet was elected with a big majority over the others,

and it was evident that she was very popular among the third, fourth and fifth girls, a fact which probably influenced the voting. At ^{this} ~~the~~ stage the Class Captain and Prefect system had not been instituted, the scholarship branch ~~only~~ being made a distinct feature ^{only} ~~at~~ the beginning of the second year.

(2) The Vice-President.

As was to be expected, however, Janet did not have any definite influence over the senior pupils, especially the boys.

(3) The Court.

Court meetings were a source of interest at first, because of their novelty. In fact, however, they were not fulfilling the purpose of the Court. The Vice-President was too young and without influence, and the two seniors in the Court looked upon the younger members with anything but a feeling of equality. The meetings produced no discussion or consideration of school matters and it was a case of the teacher suggesting something and the children ^{vying} ~~vying~~ with each other to propose and second it. This might put in the 'Minute Book' much that the teacher desired, but he may as well have dealt directly with the whole school for it came to that in the long run. Therefore at the end of six weeks, when the school was becoming accustomed to the new conditions another election was held.

The Second Period:: (1) The Election.

An election was a new game and everybody was anxious to nominate someone without much consideration as to their suitability. There were five nominations for the position of Vice-President and there would have been even more had not the teacher declared that enough had been received. He then explained that it was^{only} very important that^{the} most suitable for the position should be considered. His remarks evidently had ~~some~~^{some} influence on the voting, for one candidate did not have any votes recorded in her favour and two of the others only one each. Dulcie, S5. was duly elected with a majority of two votes over Hugh, S5. Of the nominees these two were undoubtedly of outstanding personality. So far as the senior children were concerned it seemed to be a case of boys versus girls, and as to be expected this feature played quite a prominent part in all school activities for some time to come. It was a secret ballot but the attitude of the senior children was quite evident. Although there were more boys than girls the teacher, acting as returning officer, assisted the little ones to record their votes and noted that most of them favoured Dulcie, thus giving her the majority. Hugh was rather a rough type of boy and this evidently told against him so far as the little people were concerned.

(2) The Vice-President.

As will be noted in Section VI, Dulcie was a highly strung girl and the duties of Vice-President filled her

with many apprehensions. Her chum Fay was the real leader among the girls and even exerted some influence over the boys, and there is no doubt that at this stage she would have filled the office of Vice-President admirably. As it was, hers was the personality that ensured the obedience of the leaders and others in connection with their duties. She loyally stood by Dulcie and it was chiefly due to Fay's urging that Dulcie did as well as she did. Dulcie was not ready to carry out the duties of head girl with good results. Although quite conscientious in all matters of a routine nature she failed to take the initiative on account of her extreme sensitiveness.

(3) The Court.

The Court was somewhat of an improvement. Fay and Dulcie proved a good combination so far as attention to the performance of duties the patrols were undertaking. As mentioned above Fay and Dulcie should have changed places. Hugh the leader of the senior boys was rather indifferent and had nothing to say at meetings. It was Fay's urging that kept him attending and that ensured that he attended to his duties.

The boys were performing their tasks merely as part of the work they were called upon to do and to them ^{they were} ~~was~~ not differentiated in ^{their} ~~its~~ nature from lessons. Their patrol remained a unity simply because they were naturally a distinct group, with little sympathy with the social activities of the remainder of the school. Hugh was their real leader, but his leadership was rather away

from social dealings with the rest. The little ones were merely "the kids", and not worth considering, and the senior girls were "the pets". However, though Hugh was rather domineering and rough in his treatment of the others, he was always orderly when under the teacher's eye and performed any tasks set by the teacher with alacrity and good grace.

The teacher decided on a change in his system. Patrols instead of being senior and junior should each consist of children of all ages, with leaders chosen from the seniors only. Further, since this would equalize the patrols, to introduce a patrol competition, upon the lines set forth in Section III, page 34. He made these suggestions to the Court. Hugh was a bit dubious about having the little ones in the patrol but the competition scheme was received with great enthusiasm by them all.

Third Period. (1) The Election.

The re-organization and new elections took place at the end of September. Nothing would persuade Fay the real 'mother' of the school to accept nomination and the election resulted in Nada, S5. securing the position.

(2) The Vice-President.

Nada was rather young but very keen and conscientious and was loyally supported by all the girls. She was still a child and not a bit bashful about accepting tasks at assembly and conducting the meetings of the Court. Nada filled her part remarkably well and out of this

re-organization developed the complete two branch system of the scheme detailed in Section III.

(3) The Court.

Dulcie and Fay were leaders of the girls and Hugh and Reg, S6. of the boys. The Court now began to assume a real place in the school. It was composed entirely of senior children, and the new patrol competition was becoming quite keen. However, the Court still leaned on the President for suggestions but it served ^{as} a means whereby the teacher was able to place responsibility on the leaders. He made a point of making them responsible for their patrols in the playground, and the system of weekly duties as given in Section III pages 28 and 29 was instituted.

On four occasions the Vice-President presided over Court meetings but on three of these the only business transacted was to pass the minutes of the previous meeting. The other occasion, however, did initiate a new move. This was "to hold a party next week (i.e. at the end of the year) as Reg and Melville will be leaving for good." They arranged that each child should bring a basket, and that the girls should obtain permission to make afternoon tea in the cookery room. They consulted with the teacher on the question of giving the departing boys a present "or something". The teacher suggested that they might present them with an illuminated letter to be signed by each member of the Court. This scheme proved so successful and the letters were so well done that the headmaster also became a signatory, and the function became an established

custom not only at the end of the year, but whenever a child left for other reasons.

The Second Year :: Introduction of the Two Branches.

By the time school had re-opened for the second year the teacher had formulated his new plans. The summer recess had given an opportunity for reflexion. The result of this was the formulation of the two branches, Social and Scholarship, each with a distinct field and a distinct method. The two branches were united by making the Vice-President of the Court of Honour also Head Prefect of the Scholarship Branch. The particular duties of the office holders in both branches were clearly defined and little booklets setting these out were typed out for the guidance of those children who were to hold office.

Before the election for the office of Vice-President and Head Prefect was carried out on this occasion the school was organized into the three classes of the Scholarship Branch, and the child in each that had obtained highest marks at the annual examination at the end of the previous year was appointed to the office of Class Captain. The system of working was then demonstrated, and a change over from one lesson to another practised, so that the Head Prefect's particular tasks were shown to the whole school. At this time the position of Drill Sergeant (see pages 27 and 28) had not been instituted and the Head Prefect was called upon to carry out the duties. It was found however that the duties required

a certain amount of time from studies, and so it was later arranged that the Leaders should undertake the bell duties in turn, and thus the position of Drill Sergeant became a part of the organization.

After the rehearsal of the Scholarship Routine a mock Court of Honour meeting was held, and the working of the Social Branch demonstrated. By this means the children were enabled to form some idea of the plan, and it was quite evident that the election became something of real concern and not merely a game. The personnel of the school was the same as the previous year excepting that the two sixth boys had left and all had gone into a higher standard. (see page 60) At the time of the election no new admissions had been made for the current year.

(1) The Election.

There were only two nominations for the Vice-Presidency Nada, S6 and Jack S5. There ^{was} ~~were~~ an equal number of boys and girls present for the election, but Nada obtained a majority of sixteen. It is quite probable that Nada's success for the short time she held office at the close of the previous year had some influence.

(2) The Vice-President.

Nada performed her duties quite faithfully but as the Court of Honour gained force, and the competitions became very keenly contested, Nada's influence was not strong enough to keep good order nor to ensure a friendly spirit among the leaders.

(3) The Court.

The personnel of the Court is given on page 61. As yet real self-government in the Social Branch was not secured. The teacher's influence was still the predominating factor but the term certainly brought forth a greater spirit of unity. The boys in general became as keenly interested as the girls. Hugh, S6, however, was a source of a good deal of annoyance to his leader. As a leader himself at the end of the previous year he had taken some considerable interest in the competition but now he refused to be either a leader or a second and took very little interest in the school or even in his schoolwork.

He had become very friendly with a group of boys at the Main School and his interests lay with them. The teacher contented himself in the meantime by ensuring that Hugh did his fair share of duties, but did not put this onus upon the Court.

Excepting this there was considerable interest in the school and its social activities. Observers were now attending regularly and this fact urged the children to put forth their best efforts.

Very early in the year the Court considered the question of drawing up rules. The teacher had refrained from suggesting such a procedure leaving it to the Court to find that some general rules were needed, and when the suggestion was made he left the Court to frame its own. They drew up the following which the Secretary wrote out and pinned up in the corridor.

School Rules.

1. Coats must not be thrown on the floor of the Corridor.
2. No one is to play on the road.
3. Sticks and papers must not be put in the wash basins.
4. Bicycles must not be ridden in the school grounds.
5. No one is allowed outside the school grounds or down by the river without permission.
6. Swearing is not allowed.

By Order.

These certainly had some effect for several days but at last some of the boys under the spell of marbles began playing on the road. This fact was reported by the Vice-President who fully expected the teacher to deal with the offenders. She was rather concerned when the teacher explained that as the Court had drawn up the rules they had to find means of enforcing them. A meeting of the Court ^{then} ~~the~~ considered this aspect of the case. They could find no way out of the difficulty. Then the master formulated the scheme of Trial by Court of Honour, (see page 37) and drew up the scale of offences and punishments. The School Rules were changed to Standing Orders, and with the help of the teacher drafted into form. Boundaries were defined; sections of the corridor were allotted to the various patrols and the children were asked to keep the grounds, wash-basins and lavatories clean.

The Scout Law was adopted, at the teacher's suggestion, as a guide to general behaviour. Offences against

Standing Orders would be treated usually as minor offences for the Court to deal with. The senior children were put on their honour to obey the Scout Law and no threat of punishment was made. All the senior children excepting the two sixth boys made this promise.

The remainder of the business of the Court was concerned with routine matters. There were four trials by the Court for minor offences but the patrol leaders usually were able to see that the orders were obeyed. The Vice-President conducted several of the Court meetings but there seems to have been some rather disorderly squabbling among the leaders over competition affairs at these meetings.

Second Term. (1) The Election.

When the Second Term Election was held Dulcie S6 was the only nominee, for the position of Vice-President. The teacher, therefore, nominated Hugh, S6. Hugh was the only boy not heart and soul a "Modelite" and it is possible that if he were given an important office it may have been very good for him. He accepted nomination quite readily but the voting was much against him and Dulcie was elected.

(2) The Vice-President.

Dulcie had been a leader during the first term, and had shown herself as a very worthy one. Although she was still and until the end of the year remained very sensitive she now was much more mistress of her emotions than

in the first year. She proved to be a very conscientious officer and it was during this term that something in the nature of real 'self-government' developed.

(3) The Court.

The Court during the second term began ~~to~~ really to assert itself. Jimmy, S6 was the only new member and he had usually been dominated by Hugh but while Hugh's interests had been lured away by his friends at the Main School, Jimmy had shown much interest in the school affairs, and seems to have regretted he had not become a leader when he had had a chance before. He now became quite an enthusiastic leader and Jack was always bubbling over with ideas. Jack however found it hard to tolerate the girls. Hugh was in Jack's patrol, which was quite a good thing for Jimmy, and Jack managed Hugh very well. Hugh now spent more time and interest at the school. His "gang" at the Main School was evidently "broken up" probably due to the shorter days limiting their freedom.

The teacher conducted the first three meetings of the Court and after that the Vice-President presided, excepting at actual trials. These were not frequent and consisted of minor offences. The teacher now found that he could leave the classroom as well as the playground or physical drill periods, and work would proceed splendidly. It is a day in this term that has been recorded in Section IV.

The Court on its own initiative introduced badges and patrol ribbons. Basket-ball was started ~~and~~ both

boys and girls combining to make two teams. Matches were arranged with the Main School, and one with a country school about ten miles out from town. This was at the invitation of the teacher when he had visited the school as an observer. A return match, of course, followed and the Court made all arrangements for the visitors' entertainment. A school haka and school 'war-cry' were introduced, initiated by Jack, who had obtained the idea at his Scout Troop.

Another movement was the "Secret Society" known as the "Ancient Order of the Tuataras". The idea had originated out of some literature the girls had been reading. At first, the girls had started it on their own, and then Jack, John, Jimmy and Wilfred had been included and it became a school affair. Then the teacher was initiated as an honorary member. The ceremony was really very well arranged. A blind-folded entrance and then a series of questions and promises to a circle of hooded and draped figures, quite up to story book standard. The chief aim of the society seemed to be concerned with the social work of the school, and ~~they~~ it was making an effort to put down swearing. Hugh was the greatest difficulty. All efforts so far had only made him worse. Ideas that had worked out beautifully in the story had been followed. These consisted mostly of attaching anonymous warnings to his desk or books.

The new honorary member advised them to try taking no notice of him, and above all not to show any signs of annoyance. If ^{Hugh} ~~he~~ found that his profane language made no impression whatever he would probably use it much less. According to the Tuataras this plan proved very successful. Within a fortnight they reported that he hardly ever swore in their company then. Jimmy his particular chum said about a month later that he hardly ever swore when they were alone although he often did when with the other fellows of his old gang.

So far as the Tuataras as a society were concerned the teacher saw in it certain possibilities. He, therefore, suggested that he should be appointed "Chief Adviser" to the Tuataras. A "Chief Clerk" was also appointed whose duty it was to keep a Log of their doings. They already had several secret signs and, of course, their meetings had been held in secret. Anonymous good turns became one of their functions. The Chief Adviser was often sought out by members for advice as to what they should do under this or that annoying circumstance, and the practice was continued long after the society ceased to hold meetings. There is no doubt that the society had quite a good influence in bringing the school together, and making teacher and pupils very close friends, and the Court of Honour benefited greatly on account of this influence that the society had created.

Before the Court immediately. They were changed for three days. The first day they made light of the whole affair and were

The Third Term. (1) The Election.

The third term election was marked by a distinct atmosphere of being a momentous event. It was the one topic of conversation, in the playground, before assembly on the opening day of the term. There were two nominations ---Dulcie S6. again nominated by Fay and Nada and Jack S5, nominated by the two sixth boys Hugh and Jimmy. Dulcie was again elected, and continued to develop the Court of Honour as a very real factor in the school.

(2) The Court.

During the third term the Secret Society as such ceased to exist but the Court of Honour continued with its good work. The Court now organized good turns.

There were no trials by Court of Honour during this term. A more subtle means of enforcing obedience to their standard of behaviour was found in quietly avoiding offenders for a few days. When the scheme was suggested to the teacher, he agreed to it on condition that he was informed of each case and the reason for it, and that they would agree to lift the ban if he considered it advisable. The office of Chief Adviser to the Secret Society was thus carried over to the Court. The scheme proved quite effective.

Two standard one boys on one occasion had been writing on the walls of the lavatory. Their leaders had discovered them. They brought the matter before the Court immediately. They were shunned for three days. The first day they made light of the whole affair and were

apparently happy together. Of course they were not aware that the Chief Adviser was informed of the matter; that would have altered the situation. The next day was not so happy. It was becoming rather annoying and monotonous. On the third day they complained to the teacher that the others would not let them play with them. When asked why they were not allowed to play they said they did not know, but in the end confessed to their fault. The master then suggested that they each get some sandpaper from the woodwork room and clean the writing off. They did this and so the bann was lifted.

Another interesting example was the case of Gertrude, S3. She was an only child and unfortunately very much spoiled by her parents. Gertrude had been chosen as a first emergency for a basket-ball match. She was delighted but after returning from lunch there was a very different tale. She crossed her name off and told the sports captain that 'her mother wasn't going to let her be made a convenience of for anyone.' It was not found convenient to find a place for Gertrude in any games that day. Next morning she came with the news that she was now allowed to play. The ban~~x~~ from practice games was lifted but her name was not restored to the team list until the next match. There was no complaint this time, and as it so happened a member of the team was absent on the day of the game and Gertrude was made a convenience of, and what is more Mother came along to watch the game.

The ~~th~~ end of this term was the end of the year. Four of the sixth were members of the Court, but Jack the other member did not overlook the matter of giving them a suitable farewell. After consulting with the teacher he formed a committee ~~organized~~ from the fifth standard and this committee organized the function and prepared the letters with the greatest secrecy.

Third Year ::

First Term. (1) The Election

The third year did not see any marked advances in the social side, but proved to be very effective in the working of the Scholarship Branch. At the first term election, Nora, S6. who had been Senior Class Captain almost continuously the previous year, and Jack, S6. were nominated for the Vice-Presidency. Nora was elected by a majority of three.

(2) The Vice-President.

Nora was certainly very capable and made a splendid Head Prefect but Court proceedings during this term fell to orderly routine functions. Nora was more of a dictator than a president of a governing Court. Duties were fulfilled with precision and smartness, but there was evidence of dissatisfaction among the leaders. "She is too bossy" is how Jack expressed himself and this sums up her attitude. However, there was no open rebellion, and she completed the term still mistress of the situation.

(3) The Court.

The third year brought new material into the "Big Five" as the Court had come to be commonly referred to during the previous term. Jack was the only member of with previous experience on the Court. However, Nora the Vice-President had been Class Captain almost continuously the previous year and Beryl, S5 had been Middle Class Captain for seven months out of the ten. The other two members of the Court were Bessie, S6 and Wilfred S5. Bessie, however, lived about two miles out of town and was often represented by her Second, Janet S5, at Court Meetings, for these normally took place after afternoon lessons and Bessie was unable to stay for them.

Wilfred was a stickler for law and order, and very punctilious about routine duties. Bessie was very easy going, ready to fall in with anything that was suggested, and seldom had any criticisms or comments to make. Beryl and Jack were energetic and always ready to try out new ideas. Nora was conservative. The Court might almost be said to have consisted of two parties. Beryl and Jack the Whigs, and Nora and Wilfred the Tories, with Bessie or her representative Janet generally swayed by Nora. However, Beryl and Jack seldom wanted the same thing at the same time, and so very little change was introduced. Nora seemed to be able to keep good routine discipline. The school would function in the teacher's absence with very real diligence.

In the playground, the controlling influence of the "Big Five" of the previous year was not gained by this

Court. The system of boycotting was no longer practised. Nora believed in administering^e a scolding, and if this wasn't successful, to bring the culprit before the Court. Even this was not very successful, for firstly her charges were not often really offences against Standing Orders or really misbehaviour, but differences between the assumed authority of the officer and the rights of the 'citizen.' There was no Standing Order that commanded obedience from Leaders or the Vice-President. The Scout Law demanded such, but this was not forced by any authority, unless of course it was something of a wilful defiance. In the Scholarship Branch, with which Nora as Class Captain had been mostly associated, matters were on a different footing. The authority of the Class Captain was upheld by the higher authority of the Teacher. The means of calling in this aid was simple. The offender was "detained", which meant being brought before the teacher. Nora, having relied on such authority, found it difficult to accommodate herself to conditions under the Social Branch. In the trials by Court there was delay, and the "accused" usually found a supporter especially in Jack, who took rather a pride in acting as "Counsel for the Defence". Nora regarded this in the light of rebellion, and she had no patience with the procedure. Now, in her capacity as Head Prefect, Nora had authority similar to that of Class Captain, and she adopted the role of Head Prefect on all occasions. The general tone of the school, during the previous year, had been raised to quite a high standard and this continued in

so far as general behaviour was concerned so that there were really no offences against the social order, other than minor cases of neglecting duties as monitors. There was no clear line of demarkation in the playground between this officer's duties as Head Prefect and her functions as Vice-President, and it is doubtful whether children would have appreciated any such distinction. Therefore, as there were no cases that warranted such a step, ^{as} ~~and~~ distinguishing the two, being seriously considered, Nora continued her dictatorship. Self-government through the Court in reality ceased to exist, but the impetus given by the school tone, aided by the Scholarship authority served the purposes of the day. Jack and Beryl, however, were rather restive under these conditions, and it was evident towards the end of the term that they were looking to the approaching new elections to alter things.

Second Term: (1) The Election.

The Second Term election was, like ^{that of} the third term of the previous year, a momentous affair. Owing to the school having been closed for some time during the beginning of the year the term holidays had been cancelled and the election did not come after a break. Beryl had evidently organized a campaign in Jack's favour and had gain^{ed} the support of most of the boys and several of the girls. Nora was again nominated by the two standard three girls. Jack was the only other nominee and it is interesting to note that he was nominated by the two standard five girls.

(2) The Vice-President.

The election gave Jack a majority of twelve. He began splendidly and the Court meetings if not so orderly as in Nora's time were at least animated by big schemes. Jack was always brimming over with energy and had a real boy's mania for making things. Patrol totems, instead of flags, now became the order of the day. Keeness in the competitions was greatly revived.

It was most unfortunate that Jack himself got into disgrace. The headmaster of the Main School had this year introduced a "School Council" of ten senior children with a function somewhat similar to the routine work of the Court of Honour. Jack through over keenness came to blows and very bitter words with one of this council. There is no doubt his motive was to defend the rights of his own Court. As the Model School was a part of the Main School, the headmaster had posted up a copy of the "Bye-Laws" drawn up by this Council in the Model School. The Court and Jack especially resented the action. A few days later a party of the Main School children had ^{occasion} ~~occasion~~ to pass through the Model School grounds on their way to the woodwork class. One of the councillors rode his bicycle through, which act was contrary to the Court of Honour's Standing Orders. Jack pulled him off, and with the feeling of resentment still rankling in his breast his manner of doing this was far from gentle. Blows and heated words on both sides naturally followed. As a result Jack was ordered to come up before the Council on

the charge of "Interferring with a Councillor". Jack ignored the summons, and had to suffer the further indignity of having two councillors come to escort him over for the trial.

A master was in charge of the proceedings at the 'trial' but Jack's indignation could not be restrained, and according to the presiding master he was guilty of 'impudence'. No doubt Jack's indignant efforts to explain the situation would have in them much that might be considered as impudent. Jack was found "guilty" and ordered to do some "picking-up-paper fatigues" at the Main School. When this finding was brought to the notice of the teacher of the Model School, he, of course, inquired fully into the position and placed the case before the headmaster for re-consideration. As a result the charge ^{of interfering with} ~~against~~ the Councillor was withdrawn and the punishment repealed, and the respective spheres of jurisdiction of the two bodies Council and Court of Honour were satisfactorily arranged. However, the impudence charge was not withdrawn, and this under the Model School constitution had to be regarded as a "very serious offence", since a person outside the school had been offended. On the President's suggestion Jack was to be allowed to tender his resignation, and this "was accepted with very deep regret". This was a sad ending to the career of the Vice-Presidency of the only boy who had held or was to hold this office.

(3) The Court.

The Leaders in this Court were Nora, S6, Beryl s5, Dan S5, and John S6. Dan, John and Beryl were strong supporters of Jack whose enthusiasm pervaded the whole school. Nora was carried in the stream.

The first Court meeting instituted Patrol totems in place of flags. Jack himself was responsible for the making of them. They consisted of the birds, after which the patrols were named, being cut out in three-ply wood and painted. These were attached to a pole or staff and the leader carried the totem at assemblies. At the end of the first month ribbons (feathers were the original idea but they were difficult to obtain in varying colours) were added to the patrol totem.---red for first place, white for second place and blue for third place while the last received no ribbon. The next month another ribbon was added but the first was not discarded, and so on. Under this impetus patrol competitions became very keen and a child who was late, absent or failed to get a "neat" mark was rounded upon by the other members of the patrol while a "poor" stamp (fortunately these were few and far between) placed the unfortunate child 'right out of the pale' for days on end. The competition in fact became overkeen and was leading to bitterness.

The Haka and War Cry were revived. Basket-ball was the game of the season and the school team took a leading place in the Main School Basket-Ball Competitions.

Another interesting innovation, seriously introduced by resolution of the Court was "that every one should be known by an Indian name." The teacher became, "Big Chief Three Stars", Jack was "Little Chief Surging Waters", Beryl, Nora, Dan and John were "Chiefs, Strong Arm, Babbling Brook, Medicine Man, and Mighty Waters". Quite a number of children were duly 'christened' but the scheme did not last long, because they found it very difficult to remember one another's names, and old habits are of course difficult to break. However, at Court meetings which were now styled "Pow-wows" the leaders clung to the idea for quite a time. Once again the "Big Five" of the Court were controlling "the affairs of the state" but the unfortunate episode which ended in Jack's resignation proved a serious check.

(4) The Bye-Election.

With Jack's resignation a bye-election became necessary. Nora was the only nominee and she was declared elected without a ballot being taken. Nora was not allowed, however, to dictate to the Court on this occasion. The movements begun under Jack's chairmanship had begun to flourish and continued to do so for the remainder of the term.

The Third Term.:: (1) The Election.

Details of the voting and nominations at the ~~third~~ third term election are unfortunately lost, but Nora was elected to the position of Vice-President for a third time.

(2) The Court.

The minutes of the Court for this term deal only with routine affairs, and Court meetings were rather irregularly held. On one occasion the minutes show a lapse of five weeks. This was probably due partly to inattention to Court affairs on the part of the teacher on account of pressure of other work, and partly to the children's interest being very much absorbed in the "Dramatic Society". Although the Court did not meet routine duties seem to have been regularly attended to during the period as the routine rosters are complete.

The "Dramatic Society" (as the ^{members}~~members~~ termed it) was initiated by Dan, whose father was interested in the local Operatic Society. Dan brought along several books of plays. They were quite unsuitable but this they did not realize until after two had been tried and proved uninteresting. Then the teacher was approached. He was able to find them something more within their powers. A lengthy Court meeting finally made a choice and rehearsals commenced. Three weeks elapsed before the teacher was invited to attend a rehearsal, and then it was because they were in difficulties. Nora was keen on producing the play in the large Assembly Shed at the Main School which was often used for similar purposes. But the actors would not take their parts seriously enough to make much progress. Nora as usual wanted to rely on the teacher's authority to maintain order. The teacher, however, chiefly because he could not afford the time just then, suggested that

they should 'read' several plays, and promised to assist them to produce something really good for the school concert at the end of the year.

It was during this time that the Court meetings were seemingly forgotten, but routine work and the Scholarship Branch proceeded with special smartness. On one occasion the teacher was called away just after assembly. According to custom, no explanation was made but the school just left under control of the Vice-President. Although expecting to be back in a few minutes he was detained for the remainder of the morning. During the absence of the teacher the work continued as nearly in accordance with the work book as his absence permitted, and the work produced was very well done. One of the itinerant teachers taking a class in the next room, had occasion to call on the teacher and was surprised to find him not there. The children did not know when he would be back and she looked in twice later in the morning. On each occasion, she said, she found the room as quiet and as busy as usual.

The 'readings' of the Dramatic Society did not last long but at the end of the year, when a school concert was mooted, they reminded the teacher of his promise. Accordingly he helped them produce a farce for the Main School concert, in which every child was found a part. The most important feature of this performance was the kudos that both Beryl and Dan gained. The farce had been particularly popular among the children, and Beryl and Dan had played the leading parts and the glamour of their

well-earned success had not worn off when the school re-opened after the Christmas vacation.

The Fourth Year.:: The Closing Terms

Early in the fourth year it was quite evident that the Model School was nearing the end of its existence. Regular relays of observers came to an end, and sometimes several weeks elapsed without any observers attending. The significance of this, however, was not realized by the children and so far as the Social and Scholarship sides of the school were concerned, records show the former as having been particularly active, and the latter at a higher state of efficiency than ever before.

First Term. (1) The Election.

The first term election shows signs of more serious consideration than first term elections had previously. There were two nominations, Beryl S6 and Dan S6. It was a keenly contested election and Beryl only gained her position by a majority of one.

(2) The Vice-President.

Beryl proved herself to be a very worthy and capable Vice-President. She showed considerable ability in organizing and the spirit of co-operation that existed during her term of office was undoubtedly largely due to this ability. She showed much tact in dealing with the other children and her sympathetic interest in the infants was a particularly pleasing feature of her work.

(3) The Court.

The other members of the Court were Janet S6, Nita S5, Dan S6 and Wilfred S6. One of their first moves was to restore the badges of rank and patrol colours and revive the ceremony of carrying the patrol totems which had been dropped during the last term of the previous year. Records were searched and the award of place ribbons (see page 85) was made retrospective to the time the competitions commenced. This was in the nature of compensation for Wilfred's patrol which had only gained three ribbons and by making it retrospective all patrols were somewhat evened up so far as numbers of ribbons were concerned. Another revival was the award of an illuminated 'commission' to the Vice-President. Attention was given to the organization of games for the Junior and Preparatory classes, a special committee being formed for this purpose. Community efforts were organized to collect cigarette cards. One series was entitled "Children of All Nations" and another committee was set up to draw a large coloured map of the world, six feet by six feet, and these cards were pinned to the respective nations. A swimming committee was formed of some of the better swimmers to teach the others to swim, especially the little ones. Another committee undertook the work of laying out certain flower plots in the grounds, and a plot was found for the primers and juniors. A member of the Court of Honour was 'chairman' of each of the committees and this member reported on the committee's activities at each Court Meeting.

Once again the teacher fulfilled the rôle of Chief Adviser, and with the exception of giving a helping hand here and there, did not take any other active part. There seemed to be no occasion for the force of authority to keep things running smoothly. The children were all too busy with their committee affairs to get into any mischief, and Beryl proved exceptionally clever at smoothing minor disputes between committees or individuals. She was certainly the 'mother of the babies'.

Scholarship work also proceeded very smoothly. There were long periods now without observers in attendance, and their absence was somewhat of a relief ~~to~~ ^{to} both children and teacher.

The committee scheme had practically taken over the patrol functions excepting routine tasks within the school, but had proved a very valuable and popular system.

Second Term.:: (1) The Election.

The second term election brought in five nominations, namely the complete personnel of the Court of Honour of the first term. This fact seems to have been a reflexion of the co-operative work of the Court during the first term. As the constitution required a complete majority of all others (see Section III, Election of Vice-President, page 20) the balloting proved a lengthy proceeding. The results are here shown:-

Candidate	1st.	2nd.	3rd.	4th. Ballot.
Beryl S6	5	6	9	13
Janet S6	5	5	-	-
Nita S5	5	6	7	-
Wilfred S6	5	7	8	11
Dan S6	4	-	-	-

An interesting feature of the patrol elections for leaders was the arrangement both patrols of boys came to. This year there were no boys in S4 and the fifth and sixth boys had been ~~the~~ in many ways a group in themselves. During the first term the two sixth boys had been the leaders with the fifth boys as seconds. For the second term the fifth boys became the leaders and the sixth boys the seconds. The boys declared that there had been no previous suggestion of doing this and each patrol came to the same arrangement quite ^{independently} ~~independently~~. It seems to have been a further manifestation of that family or co-operative spirit that has been mentioned. The arrangement proved quite a good one, for both Harold and Walter filled the positions quite as well as Wilfred and Dan had done. Although the girl patrols returned their first term leaders to office, the seconds in each case were changed, and the same motive seems to have been behind this arrangement.

(2) The Court.

The second term continued in much the same way as the first term. The tasks of the committees now changed. The swimming and gardening seasons were over. An interior decoration committee was set up, who attended to the arrangement of the pictures on the wall. This committee however, soon gave place to a scheme whereby each patrol undertook the work, a change being made every three weeks.

As can be imagined the information that the Model School was to be closed at the end of this term, came as

a sad blow to all the members of this happy family. The pathos of this event has been very feelingly expressed in the following verses, written by one of the girls and published in the final number of the school magazine, "The Modelite."

Our Appeal.

Oh! Give us back our little school,
Upon the Cloton Lane,
Where our hearts were light and gay
Before your order came.

Upon its windows all day long,
The sunbeams loved to dwell ---
Oh! Give us back our little school,
Because we loved it well.

Our teacher, he was never cross,
And happy was each day ---
Oh! Give us back our little school,
We cannot go away.

H.H.

The final function that the Court of Honour undertook was the organization of the farewell afternoon to the teacher. With an independence that was worthy of the spirit the school ^{had} fostered, the Court arranged the whole affair, invited parents and the Headmaster, and prepared and dispensed afternoon tea.

SECTION VI.

Some Observations of Individual Children.

(1) Dulcie.

When the school was first opened the task of selecting the children fell upon the Headmaster of the Main School, and certain of the children were chosen because he thought the more individual treatment that a country type of school would give, would be better for them. Dulcie was one of these. She was, he said, a supersensitive child. Early in the previous year she had outgrown her strength and had suffered a nervous breakdown, and was away from school under medical care for twelve months. She had recently returned and having missed twelve months was still in standard five, and seemed to be taking matters too seriously. He thought thought conditions at the Model School might prove beneficial.

Very wisely, too, he had chosen her particular chum, Fay, to go with her. The teacher found both Fay and Dulcie to be very tall girls and they were undoubtedly inseparable chums. There was no evidence of shyness about Fay and she certainly championed her friend. Under Fay's urgings Dulcie took part in more school activities than she would have otherwise done. There is no doubt that Dulcie owed a great deal to Fay's friendship and promptings in becoming mistress of her sensitiveness.

The teacher soon found that the slightest difficulty

or reproof was sufficient to bring tears to her eyes and to put her into a state of nervous commotion. In the course of a few weeks, however, she had become accustomed to the new conditions, and had lost most of her apprehension of the teacher, so far, at least, as to bring her school work difficulties up to him for assistance.

At the end of six weeks she was elected Vice-President of the Court of Honour. This position brought her more directly into personal contact with the teacher and served to break down the last barriers of ^{shyness} ~~reticence~~. Such a happy state was also, no doubt, helped by the fact that most of the children had already given their hearts to the new teacher, and the atmosphere of the school was one of mutual love and respect. As a Vice-President Dulcie was still too sensitive to undertake all the duties the teacher had in mind for this position, but prompted considerably by Fay, and a little sympathetic encouragement from the teacher, she carried out her routine duties quite satisfactorily. She was not yet ready, however, to officiate at assemblies.

At the beginning of the second year Dulcie became a patrol leader and this served as a very fine apprenticeship for the position of Vice-President and Head Prefect that she held so admirably for the last two terms of the year.

Another factor that had some influence was that the teacher, having changed his place of residence, took the same route to school as Dulcie and Fay, with the result

that the girls frequently waited to accompany him either to or from school. As is natural this led to discussion of many matters quite unrelated to the school. Fay was quite a frank chatterbox about her home-circle events, and under such circumstances Dulcie, too, began to confide some of her experiences.

Dulcie frequently would spend the evening at Fay's home and one night about ten Fay was going home with her as usual when they "got a frightful scare." The distance was not great but they had to pass a section overgrown with bracken fern, and in which stood an old cowshed. Some noise from this shed had sent them both careering back to Fay's home. Fay's father had come to the rescue and had seen Dulcie home, but Dulcie would not pass this section again; she made them go right round the block.

This episode brought to the teacher's mind an event in his own youth which he related by way of encouragement. He frequently had occasion as a boy to pass an old Maori cemetery at night. He was extremely frightened of the place and usually ran at his utmost speed whenever he had to pass it. At last he determined to overcome his fears. He forced himself to walk slowly past. A morepork started its mournful call when he was half-way. Panic seized him and he fled. However, when he had passed he began to feel that he had not been so brave as he had intended and after much deliberation decided to retrace his steps. This time all went well, and so he passed by once again. The following night he felt much braver and actually

entered the cemetery and walked through it. From that time his fears of the place vanished.

Fay frankly declared she could never have done such a thing as that, but Dulcie made no comment. Two mornings later Fay and Dulcie waited to accompany the teacher to school, Fay brimming over with the news that Dulcie had gone home all alone the evening before and would not let anyone go with her. Later, when Fay was not present, Dulcie confided the fact that she had walked slowly past the section three times, and further added that she was determined to go right into the section and enter the dreaded shed, and a few nights later actually did so.

The swimming season added another achievement to Dulcie's mastery of her nerves. She had never ventured to more than paddle in the water previously. The teacher of course, encouraged his pupils to learn to swim. On one occasion he was speaking to the class generally, and telling them the type of person he admired at the baths. He certainly did not have Dulcie in mind at the moment, for as it happened Dulcie did not then have the necessary permission from her parents to be included in the school swimming instruction. The next day Dulcie arrived armed with the necessary permission and a bathing costume. Although at first she undoubtedly was extremely nervous in the water in six weeks time she had learnt to swim.

Two further instances of Dulcie's determination must be added. When she took up office as Vice-President and Head Prefect in the second term one of her duties caused a

her grave concern (as similar duties have caused grave concern to many an older person). This was to address a few words of welcome to each relay of observers or other visitors that arrived. This little courtesy had been very pleasingly carried out by her predecessor, Nada, whose naïve, childish nature had certainly shown no signs of nervousness or apprehension at the task. As the first occasion approached Dulcie became so concerned that the teacher suggested that Nada should speak for her. Dulcie at first agreed, and seemed to be immensely relieved, but when the morning actually arrived, she announced her intention of seeing the task through herself, and she did though she was trembling violently during the process. Fortunately the visitors were two very fine women and the extremely nice manner in which one of them responded and thanked Dulcie for her welcome was just the very thing to give her confidence. She seemed not to mind in the least on future occasions.

Very shortly afterwards one of the inspectors visited the school and gave a lesson. To the teacher's surprise and very much to the inspector's embarrassment Dulcie rose and thanked him very much for his instructive lesson, and said she felt sure all the children appreciated it.

The other instance where Dulcie shut her mouth firmly and said, "I will" with some purpose was on the day of the proficiency examination at the end of the year. This was to take place in a strange room, under strange supervisors without the moral support of her own teacher's

presence. To a girl of Dulcie's temperament such an ordeal is very trying. The teacher was trying to cheer his candidates up and was wishing them success as they were departing for the examination when Dulcie turned to him with a determined light shining in her eyes,

"I mean to do my very best, Mr. -----".

She passed with quite high marks.

(2) Beryl.

When the school first opened Beryl was quite a small though sturdy child in standard three and had just come to Stratford from Wellington. One of her chief characteristics was a habit of rather bombastic romancing. The first tale of Beryl's experiences as related to her companions that came to the teacher's notice, was that she had been a world-wide traveller. A few quiet enquiries, however, soon elicited the information that these travels had only been in fancy. The teacher did not take the course of exposing the pseudo-traveller as at her age the child was only beginning to discriminate clearly between the world of fancy and of reality, and it did not seem that at the outset, she had really meant her tale to be believed. Once launched in a fanciful mood, she found it difficult to square things with reality in the eyes of her companions, without losing a good deal of self-respect. However, he let the child understand that it was not 'quite the thing' to deceive the people in that way. Nevertheless, he gave her opportunities to relate her

imaginary travels in compositions and she was very successful in giving a touch of reality to these stories.

Another claim that she had made was that she had gained some honour in swimming event at Wellington. This, however, was sadly exposed when the swimming season commenced for it was then found that she could not swim at all, and the exposure seemingly proved a valuable lesson for no further romancing of the kind came to the teacher's notice.

A more serious matter, in the following year, brought Beryl into real disgrace. She was found guilty of having stolen some sweets and a small sum of money from her class mate's bag. The matter was dealt with by the teacher personally, not the Court. When the loss was reported, the teacher spoke to the children about it and said he hoped the person responsible would be 'man' enough to own up and come to him at the office at playtime. Beryl, weeping bitterly, came and confessed, also adding that she had taken sweets on other occasions. No public exposure was made, but Beryl personally repaid the money to the owner and she and the teacher accepted as sufficient a promise not to be so mean again. It is significant that these two girls from that day were very close friends. As will be remembered Beryl came, two years later, to hold with great distinction the most honoured position in the school.

(3) Jack.

Jack was in standard 4 when the school opened. He

had been rather 'trying' to his class teacher and the headmaster thought that the country school conditions might prove beneficial, but he added, "If he proves a millstone round your neck, well, he can be brought back."

Jack certainly had an 'inferiority-complex' so far as academical work was concerned, and this appeared to overshadow his school life. Still he was overflowing with energy and his enthusiasm for activity often led him into mischief. But his dare-devil escapades in the playground did not cause the master any concern. He knew that this feature of Jack's nature could be turned to good account when his confidence had been gained. What did give the teacher much concern was Jack's attitude towards his lessons. Jack was convinced that he was a dunce, but he had one redeeming quality --- Jack could draw. He entered a drawing in a local show and took first prize. The drawing and prize ticket were given a prominent place on the school wall and this little incident helped a good deal in Jack identifying himself as a useful member of the school.

The patrol system, and even the class captain system delighted him. But Jack could not sit still. He was never a passive listener but he was always an attentive listener. If the teacher was demonstrating with apparatus or describing any activity Jack had to take an active part, if it were only shaping the object in the air with his hands, or building it with any available articles such as his pens, pencils and ruler,

and he would often turn round and borrow a neighbour's in order to complete his illustration. Such activity, of course, was very valuable to Jack provided he kept within reasonable bounds and did not interfere with his neighbours, but one can understand it being very exasperating to a teacher in a large class, and not a little distracting to the class itself. But in the little Model School his companions soon became accustomed to his ways. Children in a school of this type soon adapt themselves to all kinds of activities being in process round about them.

At the conclusion of a certain geography lesson one day, an observer remarked to the teacher, "Do you know, had I been the teacher, I would have strapped that boy early in the lesson. He was annoying me. But I see he knew more about it at the end of the lesson than any of the others."

This remark rather surprised the teacher, because he and the class had become so accustomed to Jack's little ways that nothing untoward in his behaviour had been noticed on this particular occasion.

The chief events of Jack's final year at school have been already related. (see pages 83 and 84). ~~It~~ Merely ^{to be} survey the school records one might judge Jack ~~as~~ a failure. He was the only Vice-President forced to vacate the office and he was the only sixth standard candidate to fail to obtain his proficiency certificate. But Jack was far from being a failure. It would be a truer

judgment to say, "Jack was the only boy to hold the office of Vice-President and excepting for an unfortunate incident in which he was not wholly to blame, he filled his office with distinction; and he gained an endorsed certificate of competency which was well-earned by much hard work."

Considerable space has been devoted to the explanation of the special scheme of organization. It is not, however, the purpose of this thesis, to propound or extol any special scheme as being in itself the means of developing character. Any scheme, when in operation, must depend on the personality of the teacher. The inclusion of the same scheme in such detail has been rendered necessary simply because it is a special scheme, the details of which must be understood in order to understand the method of working and to consider each part of the work in its right relation to the other parts. With this as an object in view it has been considered advisable to bring out more definitely certain features of the scholarship branch, which have only been touched upon in the foregoing sections.

The scholarship branch dealt with the actual teaching of the subjects of the curriculum. The control was autocratic in nature. The teacher was in command, punishing and appraising summarily, directing and controlling personally. Also there was a military-like chain of subordinates, who were given definite duties, definite authority and definite means of maintaining that authority. The classes, and the subordinate officers (Class Captains, etc.) were "drilled" into the definite procedures to be

SECTION VII.Summary of the Main Factors Bearing
on the Development of Character.

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followed. They were trained to their parts by definite practices, each particular operation, such as a change over of lessons, being rehearsed until each knew the part he had to play. As the officers and the classes became proficient the system became established, and becoming a custom the procedure was readily followed. This then resulted in a definite saving of time on the teacher's part. He could proceed with his instruction wherever required without loss of time, and, by obtaining a degree of smartness in the drill-movement procedure, changes of lessons, although involving many classes, were carried out quickly and efficiently.

It was necessary, of course, for the teacher to give constant attention to the promptness in carrying out these movements, as it is necessary for a military commander ~~to~~ constantly ^{to} attend to the drill and discipline of his command. The comparison of this branch to the army is perhaps likely to be misleading unless qualified. The autocracy of the scholarship branch system was in reality only ~~relative~~ relative. The analogy with an army is intended to apply only to the functioning of the routine work of assembly, of changing from one lesson to another and of the allocation of tasks. These by the drill system of conduct, were carried out in their respective units of the organization by a responsible official trained to do his part of directing as the members of the unit were trained to act in a specific manner at his direction. The teacher gave his instructions to these

verbally or per medium of the work book. As the drill and the training of the army serves a very efficient purpose by which troops may carry out movements, which place them in positions required by the strategic needs of the moment without confusion and in a minimum space of time, so did this drill and training of the school serve as an efficient means by which classes carried out those movements necessary to get them ready for the teaching needs of the moment, without confusion and in a minimum space of time. This left the teacher free to apply such methods of instruction as he found expedient. A

As the individual troops learn to take a pride in the precision of their movements so, too, did the children learn to take a pride in the changing over of lessons. This does not mean to imply that the children took out their books by numbers, or in any manner suggesting a rifle exercise movement. Neither was there any enforced steadiness of posture, such as sitting up with hands behind backs and so forth.

Professor Nunn, in "Education : Its Data and First Principles" page 61 says:-

"He (the teacher) will first take care that the business of the school or the classroom is conducted in accordance with adequate but simple routine, and will then leave it, as far as possible, to 'run itself'"

This then was the aim in view. With eight or nine different standards, all needing attention, some clear and definite system becomes essential.

Apart, however, from this strictly routine drill

at a change of lesson another factor had to be considered. While the teacher may plan a day's work so that he might give a lesson here and another there many unforeseen events may interrupt him. In order to cope with these circumstances class captains had to be trained to adapt the lesson to the moment. In order that this might be done the teacher purposely ~~drilled~~^{drilled} the school in doing it. It was largely due to this that the class captains were able to cope with the work even when the teacher was absent ^{for} some time.

The social branch aimed at instilling a good tone throughout the school, and gave a certain amount of practice in 'self-government'. The Court of Honour was composed of the elder children, usually those who had entered the adolescence^t stage of development, and to whom appeals of honour and duty were to some extent appreciated. Its aim was more particularly to give scope to the awakening adolescent to 'find himself'.

"Now (the pubescence period) young people are interested in adults and one of their strong passions is to be treated as if they were mature." --Stanley Hall.

(Here quoted from Findlay, 'The School', page 74.)

The teacher as president of the Court was able to exert considerable influence over its decisions, but in order that it might be a real institution and not merely a sham one, he endeavoured to keep that influence within the bounds of offering helpful suggestions, with care as to the time and occasion when even these were offered.

Thus the work of the Court waxed and waned quite a good deal. Sometimes there was considerable activity and some enterprising schemes put into operation. On the other hand there was much of a routine nature that the Court had to attend to, such as the patrol duties, which had to be ~~constantly~~ attended to. ^{constantly}

It was here that younger members of the patrols, those from eight to twelve years received opportunities for carrying out useful duties in which they felt themselves to be real workers in their society. But the duties were intermittent and varied in character, and thus monotony was avoided.

It will be recognised that in all New Zealand schools a division corresponding to the social and scholarship branches actually exists. Usually it is Sports and recreation on the one side and scholarship work on the other. The former work in general does not form a compulsory part of the teacher's work, excepting that some supervision of the children while in the school grounds is a necessary part of the teacher's daily round. The extension of this to organizing various sports is commonly accepted in most schools. Still though this is customary it is not compulsory and there are some teachers who take little or no part in this work. In the sole-charge school, it is a common custom to attempt something in the way of organizing games during recess periods, but owing to the small number of children this does not often become organised into sports clubs, as is customary in

the larger schools. The particular feature of the system as given in the Model School scheme is that the function of the social branch is not only to provide for the recreation and sports, but also to provide for those numerous little duties that must be attended to in and about the school. The social branch is not merely a playground affair. Again there is a definite union ~~betwee~~ of the two, for the patrol competition is not competing in sports or recreation but is competing in certain elements of the school work --- regularity of attendance, punctuality, neatness, and performance of routine tasks. Scholarship ability does not count. But the unity is not obtained merely by this interlacing; rather the unity consists in just those features that develop an esprit de corps and the resulting 'good tone' that pervades the whole of the school activities.

The patrol system and ^{its} ~~the~~ competitive basis was a factor of some importance. As Maciver ("Elements of Social Science" page 155) in dealing with the subject, "The Making of Personality" points out, the child is self-contained, self-centred and less self-determining.

"The greater and subtler changes of social institutions affect him little. The boy, when he awakens to his membership of a simple circle, family or school, displays as a rule a simple loyalty and strong pride towards it; but it is of a competitive and comparative character. His family is better than other families. His school is the best of all schools, and he fiercely wants it to win in all contests with others. It is not its inner significance but its standing which concerns him. His pride and devotion are evoked by the bigger individuality which he finds in it, but it is bigger, not greater, because he has not yet found his own individuality. It is but the new circumference of his

of his self-centredness, the diffusion of an uncritical egoism. Others share the social advantage he possesses and the recognition of this community modifies his egoism."

Excepting for the first few weeks, each patrol consisted of children of all ages. The leaders and seconds were usually the oldest, and generally were on the threshold of, or had actually entered, the stage of life known as pubescence; but the majority of the members of the patrol were in the childhood stage, amenable to leadership, but ardent workers and support^{ers} of patrol activities, especially when such took the form of competitions, wherein "his pride and devotion are evoked by the bigger individuality." Among these especially the competitive element fostered (a) the inculcation of personal habits of neatness (in dress, desk, and work), of punctuality and of regularity of attendance; (b) the development of the 'team spirit' as well as the individual's pride in his personal achievement; (c) the extension of the child's 'self-horizon' to include the wider circle of the school, through this team spirit and personal keenness and pride.

There still remains a group of members in the patrol whose outlook is somewhat different from either the pubescent or the child, namely the 'infants' --- those just beginning school and up to about standard 1. Their membership in the patrol was justified on the grounds that, on the one hand, it afforded opportunities for the expression or development of responsible care for them on the part of the leaders, while on the other hand, the

little child, entering into a new world with new activities became a member of a 'little family' with 'big brothers or sisters' to help him in his new surroundings. Besides this it created a definite field for his little share of the work of the community. He did not feel out of it, and his growth from babyhood to childhood was fostered by his identity with the elder ones in the school organization. It was not a case of creating the patrol system for their benefit, but rather one of fitting them into the general scheme of the school organization. If a child of ten or eleven ^{were} ~~be~~ asked to which patrol it belonged the reply would invariably be, "The Kiwi" or ~~the~~ ~~Huta~~ whatever the name of the patrol might be, (i.e. he identified himself with the totem); but if an infant of five or six were asked the same question the reply would be, "Fay's" or whoever the leader might be. The replies distinguish the attitude of the 'child' and of the 'infant' towards his patrol.

Another feature of the scheme was the relatively short period of holding office. To a child a year is a very long time. It is, in fact, a very large portion of the life he has so far experienced. It is a well-known fact that the older we get the ^{more} ~~quicker~~ ^{ly} the years seem to roll by. Elections for patrol leaders, vice-president and the like, were held each term (approximately three months). To the child whose likes and dislikes are changeable and unstable, and whose friendships are transient this period is long enough to allow for sufficient

stability in organization so that the leader can show his worth as such, and learn and profit by his errors. At the same time it is long enough to allow the members of the patrol to become associated with the unit as a definite group. On the other hand it is short enough for the lesson of casting one's vote wisely to be learned. With the new election at the beginning of the term, unsatisfactory conditions are remembered and the child feels his opportunity of correcting them. In the competitive elements of the organization the period was only one month. This allowed for a continuous re-awakening of new enthusiasm and effort. An individual or patrol that gets behind is disheartened, but with a frequent renewal of opportunity to make a fresh start the attitude of "If at first you don't succeed, try, try, try again" is encouraged.

The system as detailed in section III was the basis, the constitution around which other more transient schemes and ideas were tried out, particularly those initiated by the children. Some happy and in their way very useful little schemes were initiated by the children, and these were encouraged as a means of developing personality. Some of the minor ones hardly survived a week ~~with~~ while others lasted out a whole term. In this respect the use of the 'make-believe' element that so largely controls in varying degrees and manners, the activities and mental outlook of children of all ages, became a definite factor in the development of the personality of the child.

One other factor that influenced the development of

this system as it is here presented must be noted here. The teacher if given a free hand would in all probability have experimented in some of the 'self-government' ideas in the actual scholarship branch. However, since the school had to serve as a model for inexperienced teachers his instructions from higher authority were definite upon the lines to be adopted in this. On the social side he had a free hand, on the scholarship side his instructions were definite. The result of this has brought forth this unique scheme of a dual organization with results that show it to have, at least some definite value, if only as a suggestive practical compromise between the modern appeal for 'greater freedom' and the older system of school discipline.

The factors so far summarized are those connected with the machinery of the school. But machinery in itself does not have a very potent influence on the development of character. It is the personal influence that any type of such machinery will allow to operate that makes it a matter of importance. The personal influence includes not only that of the teacher upon his pupils, but of the pupils one upon another. The observations that have been recorded on the activities of the children show that a good deal of influence was apparent as between any child and his companions. The development of the scheme in the playground and in the classroom show that the teacher's philosophy attached a good deal of importance to this social influence. In all, however, it is quite apparent

that the teacher's personal influence not only guided a good deal of the social influence, but was deliberately used to foster particular features in it.

Personal influence implies more than mere talks, admonitions, or direct use of authority. It implies also factors of a more subtle nature, particularly personal example, temperament, enthusiasm, standards in morals, in efficiency, in thoroughness in work and play, in general habits and the like. Each of these direct or indirect factors ^{is} ~~are~~ in their turn dependent upon the nature of the relationship that exists between the individuals.

Where there is confidence, respect, and close friendship these factors will hold a positive influence, whilst lack of confidence, or ^{of} respect, or a feeling of enstrangement, and so forth, ^{make the factors} ~~the factors~~ will tend to ~~be~~ negative in influence or result in contra-suggestibility.

One of the teacher's aims was 'to obtain a mutual love and respect between the teacher and the child'. (see page 13). Some estimate of the degree in which this was obtained is necessary in order that his and the children's activities might be viewed in the right perspective. It will be noted that at the outset there were certain difficulties to overcome in bringing together as a unity various groups of children varying in age and sex, and comparatively strangers to one another and to the new conditions. (see page 62) On the other hand ~~there were~~ ~~also certain advantages~~ there were also certain advantages offered by the complete break from an old environ-

ment for the introduction of a change in customary procedure. The nature of the new organization (i.e. the patrol system in particular) demanded a close tie of friendship between teacher and children. In certain cases the child's reserve and awe of the teacher had to be overcome.

With the younger children and the infants a friendship was very soon obtained, partly because their age was one that responded quickly to the sympathetic and interested attitude of the teacher, and partly because they came from classes where such a relationship between teacher and child had previously existed. In a few days these people were running to meet their new teacher, eager to take his hand and tell him of their doings, or proudly display a new pair of shoes, or a new frock.

With the older girls, too, it was not long before barriers of shyness or awe were overcome. Even the sensitive Dulcie overcame her shyness in the course of a few weeks. With the older boys matters were not quite so easy. A boy's heart is usually most readily reached in the fields of sport. But ⁱⁿ the fields of sport offered at the Model School itself there was considerable difference. Unless the girls were included numbers did not suffice to allow for the usual games, and the boys, at this stage, viewed with considerable disdain any serious suggestion of playing with the girls. Interest in the patrols soon waned because the patrol had no rivals to compete against. (see pages 66 and 67). To compete against girls or

or against 'kids' was repulsive rather than attractive. Hugh and Jack were inclined to look upon this new state of affairs as a sign of weakness. Both, it will be remembered, were included in the school as being rather 'trying' to their teachers, a fact which had probably resulted in the teachers concerned using forceful means of subjection. Liberty to them meant licence, as it usually does to spirited natures that have been restrained by forced discipline. It naturally took time for them to re-adjust their outlook to the new conditions. Jack it will be remembered was eventually won over heart and soul. Hugh, however, had arrived at a self-conscious age. Counter attractions of his 'gang' added to his period of waywardness.

As the teacher gained the confidence of his pupils so can be noted the potent influence he exerted in their activities. The trust that friendship engendered was a real factor. Their interests came to be much concerned in their school activities, and this pride of the children in their schoolwork and school customs continually fostered as much by the teacher's personal influence being of a positive rather than a negative character as by any other influence, served to raise the esprit de corps or general tone to such a standard that much of the school routine work was efficiently carried out by the children without the necessity of the teacher's continued personal supervision.

Besides this spirit of pride in the conduct of their work, there is the development of a sense of responsibility

being realized by the children towards their own conduct in the playground. Here, as in the other spheres, the teacher's influence was of paramount importance but the nature in which it was exerted became more indirect as the Court of Honour began to assert its influence. The onus was continually being put upon the Court, but as it failed to assert itself so did the teacher's influence become more direct.

This brings us to the consideration of the social influence in general. It was found that the teacher's attempts to give the Court full jurisdictional powers were not always successful. The success depended largely upon the influence that the Court as a whole, and its members individually, were able to exert over the other children. The scheme of '^{Trial}~~Trial~~ by Court of Honour' was not very successful. Probably its machinery was too cumbersome. It meant delay in action. Such delay seemed to be the real weakness. This may be partly due to the fact that children are more accustomed to summary justice, and partly to the very nature of childhood when moods are subject to rapid changes. In no case did the Court find it a suitable means of asserting its influence. The Court during the third term of the second year found a powerful substitute, a means more in keeping with the child's nature. The unsociable were shut out of the society until they became sociable. (see pages 77 and 78) This method, however, did not always result in a 'fair trial'; it was largely a matter of public opinion. It would therefore

be dangerous to adopt the method as a definite principle. Where the teacher was accepted in the rôle of "Chief Adviser" he was able to ensure that reasonable justice was given.

This matter touches upon the question of 'Schoolboy Honour', which is considered by Charles Fox, "Educational Psychology" pages 200 to 203.

"Custom prescribes that a boy must never give information of anything occurring in the school which affects another boy, even though the happening is something evil. There are indications that some schoolmasters are dissatisfied with the results of this tradition and are determined to challenge it on moral grounds. To do so requires much courage and it will only be possible where there is a strong mutual affection between the master and his boys so that he is really in loco parentis and the boys are perfectly frank with him."

It will be quite evident that the teacher's aim at the Model School was to seek such a "mutual affection" of sufficient strength to obtain such a frankness.

Mr. Fox quotes in the pages mentioned a passage from "The Master and His Boys" by S.S.Harris which describes a practical method of dealing with the situation by direct instruction. The headmaster gained the boy's confidence and laid the foundation of moral training per/medium of confidential talks. Among other things the headmaster explained the difference between 'sneaking' and frankly reporting any bad thing, however elementary, ---There was no punishment involved, the headmaster was to be informed for one reason only, in order that it may be put right.

Although the method was not the same the teacher at the Model School sought the same end. The kernel of the

government by the Court of Honour was to make the children themselves realize that all matters affecting school honour ^{were} ~~was~~ their own affair. The evil of 'schoolboy honour' was realized, but the teacher's plan of action was not necessarily "that he should be informed" but that the Court should know, and the Court attempt to put it right, seeking if necessary the advise of the teacher. The teacher besides advising the Court's activities would, where it seemed advisable take a hand himself in correcting the matter, as was instanced in the case of the two boys and the writing on the wall. (see page 77 and 78)

In considering the factors of personal influence it is important to note the influence of the elder children upon the younger. In no other type of school are children of such varying ages brought into such close relationship. The younger looked to the older ones for guidance, a factor which helped to give the Court its great power. It must be noted, too, that the teacher was able to keep in personal touch with each of the seniors, because they were but few in numbers, and thereby help^{ed} in questions of conduct. The feeling of a sense of responsibility by the older ^{towards} ~~to~~ the younger children was particularly noticeable in the fourth year. (see page 90).

Conclusion.

While much of the teacher's work in Character-training depended upon the 'Mutual love and respect' that has just been considered it must still be remembered that this was only one factor, perhaps in itself the most potent, but nevertheless depending for its very existence upon the ^{adaptation} ~~adaptation~~ of the school organization to the needs of the children. Lord Baden-Powell in "Scouting for Boys" has quoted an aphorism in connection with the subject of a boy's attitude towards religion: "In trying to put enough religion into the boy do not omit to put enough boy into the religion." If we insert the 'Character' in place of religion we obtain the secret of much of the success of the special organization that was evolved at the Model School.

The patrol and prefect systems, the team competitions, the scope for 'make-believe' and individuality, the pride in efficiency obtained through drill, the feeling of importance obtained through responsibility, the sincerity of the purposes and the unity of the school all found in the organization and its methods of working a happy degree of fitness to the mental outlook of the scholars according to the place they occupied. To the pubescent there was real moral responsibility in keeping with the deeper currents of moral thoughtfulness that were beginning to flow; to the child there was real social duty with sufficient definiteness of character to guide his activities, and even the infant found a place where his 'self-complex'

was adequately recognized.

In developing out the scheme, with regard to the completeness it attained, considerable help was obtained by from the discussions with the visiting teachers, and from the need for a concise yet complete exposition^{to them} of these developments. It was interesting to note what particular feature or features appealed most to these observers. In general the less experienced were attracted by the novelty and glamour of the organization, and did not appreciate the undercurrent of mutual affection that maintained the smooth operation of the whole, while the more experienced showed that this factor was fully realized. It is the influence of these discussion that has lead the writer ~~to~~ to stress certain features in this summary rather more perhaps than others of equal importance.

Dewey has pointed out three great essentials of character:

1. Strength -- backbone, not wishbone as a foundation;
2. Judgment to direct the strength;
3. Social sensitiveness to direct the judgment so that the claims of others are viewed in relation to the purposes of self.

The pupils of the school have, at least, had some scope to allow for the development of each of these; and in addition a training of a more routine nature in neatness, quietness of movement in the school, orderliness, routine behaviour and the like so that they would tend to become useful habits. Beyond this bald statement it is not proposed to probe more deeply into the question of values obtained from the training. After all such success as was

attained was chiefly in the nature of a foundation; for the full development of character must await the influences of adolescence.

As the theme of this thesis has necessitated a searching into the depths of a mutual affection between teacher and his pupils, no apology is needed for the sentiment that urges the writer to quote the following verses as a fitting conclusion. The lines were written by one of the pupils in the school and were published in the final number of the school magazine, "The Modelite". The verses have been modelled on "The Pioneer" by S. Fairbridge, but the child has captured the sentiment as well as the phrasology. It expresses admirably the child's viewpoint on certain features of the school that have been under consideration.

The Closing.

A little school by the roadside,
A little path in the clay,
The footprints of the children
As they leave one winter's day.

The desks still stand in the schoolroom,
So tidy that was our rule,
But the children are all departing
To go to another school.

It was the best school among them,
It was the pick of them all;
Our hearts are sad as we leave it,
Our tears of sorrow fall.

The Master was the kindest of teachers
Doing his best for us all;
Now they are taking him from us,
And he must go at their call.

A little schoolroom so lonely,
The empty desk by the wall,
No more will sounds so pleasant
As the children's voices call;

So sixty sad eyes are weeping,
As thirty hearts are full,
For this is the end of their labour ---
The end of the Model School.

H.H.

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