

And blest are those
 Whose blood and judgment are so well com-
 mingled
 That they are not a pipe for fortune's finger
 To sound what stop she please Give me
 that man
 That is not passion's slave, and I will wear
 him
 In my heart's core, ay, in my heart of heart.

It appears, then, that within the limitations of the public school there are noble opportunities to teach and to enforce morality. It also seems true that the laws of ethical development can successfully be followed by the teacher in the management of his pupils.

THE ACTUAL SITUATION.—It becomes, next, of much importance to ascertain what is actually done in the public schools of the Commonwealth in this respect of moral training. But this is no easy task. Any adequate examination of the situation would involve the personal visitation of a large number of schools, while in session, by competent inspectors who had previously fixed upon the definitions of the principal terms in the vocabulary of morals, and had marked out in concert well defined lines of investigation. Nothing of the sort has, of course, been attempted by this committee. On the other hand, our personal acquaintance with the moral aims and results of other schools than those in our immediate vicinity was too meagre to warrant making it our sole reliance for information. We have turned, therefore, to the resort of previous years—correspondence with teachers, school superintendents, and others whom we supposed to have knowledge of the facts in the case with respect to their own vicinity. Our requests received a cordial reception, and answers came from upwards of a hundred and fifty writers, to all of whom the committee feels indebted and desires to express earnest thanks.

Each correspondent was asked to give brief answers to three questions. Those relating to high schools are here quoted; those concerning primary schools were nearly identical.

QUESTIONS.—1. Do the teachers of the high school in your town (or city) in the discipline of their pupils aim directly at moral training? 2. What means of moral growth, or of discipline, are employed in the school? 3. What moral results are discernible as the pupils pass through the school?

The conclusions we have reached with reference to primary schools are based upon replies received from forty-four persons in twenty-six cities and towns. Our opinions concerning grammar schools are grounded not upon correspondence but upon the experience and observation of the members of the committee. The replies relating to high schools came from one hundred and twenty persons in eighty-three cities and towns, and were written by three classes of observers. A part of these were principals of high schools having more than fifty pupils; another part superintendents of schools in cities and towns having high schools; the remainder were persons—chiefly clergymen—having no official connection with the public schools, but known to be intelligent observers of the social conditions about them.

While disclaiming any thought that we have attained perfection in our information, or infallibility in our judgment, we submit that our range of investigation has not been narrow, and that merely personal opinion has been to a high degree eliminated. Our conclusions are offered, not at all as the last word to be said upon the question, but as a fresh contribution to heighten the interest in the discussion.

(To be continued.)