

delight in the beautiful, the true, the good, earnestness of character, and fulness of life—these would seem not far away and vaporous ideals, but real possibilities of life both to pupils and teacher. He would see his own spirit reflected in his school, as one's face in water. It has always been so, for the most, but he could never bring himself to think that what he saw was his own image. But a healthy spirit is sane, and knows its own. The greatest preparation the teacher can overtake for coming service is in his own mood, temper, spirit. He needs to be the embodiment, as far as possible, of a healthy soul. The little things must not be permitted to usurp control, but the atmosphere must be such as to show things in a true perspective and proportion. If I were asked to name the most enviable person in the world, I should be disposed to reply: The teacher who can meet his school, with a heart full of sweetness and light, the greatest number of days in the school year. Other things granted, this is the great teacher, and his work will tell when the stars have paled. Everything that contributes to the making of such a teacher is of supreme value in the educational realm, since it is but a means to the fuller realization of the true man, the true woman—the highest possible boon to any school, or land.

If you think any portion of this long letter suitable for your columns, you may extract what you please—though it only glances now and again at the topic upon which I should have been glad to write could I have commanded my time.

Very truly yours,

THEODORE H. RAND.

For the REVIEW.]

"The One Thing Lacking."

BY HON. J. W. LONGLEY, D. C. L.

We are accustomed to speak in terms of comfortable self-satisfaction of the present status of our public school system, and fairly so. It has indeed developed wonderfully; we have better school-houses, better teachers, a better curriculum, and, what is most important, we have extended the system to such a degree that it now embraces almost every child in the community. The number of illiterate people in the next generation will be extremely small.

Of course those who entertain the most exalted opinions of the efficient character of our free school system, will recognize the fact that it can be improved, and if one were asked to point out deficiencies, the general response would be that our school-houses might be better, our school grounds greatly improved, the school apparatus be made more efficient, and the stand-

ard of teachers made higher, and a more practical turn given to the subjects taught. All these constitute the commonplace needs and the orthodox improvements.

We have heard of a dialogue between a great religious teacher and a self-satisfied young man who had kept the letter of the law from his youth upwards, and who was completely staggered and made conscious of his nakedness by a simple retort: "One thing thou lackest; go sell all that thou hast and give it to the poor." The essence of this incident is found in the fact that the model young man was deficient in a proper appreciation of the high spiritual motives from which all conduct should spring.

The parable seems in a most marked and notable manner applicable to our common school system. If I were called upon to point out its great deficiency, I would name its lack of a keen and constant appreciation of the true ideal of life, and a failure to constantly recognize the vital importance of character building.

The aim of the common school system at its present high development is to make scholars. This is not enough. A body of boys and girls can, with pains and care, be made to pass examinations; indeed, with superior skill on the part of the teacher, they can be made to pass splendid examinations, to illustrate phenomenal mental development. But this, I venture to submit, is not enough. All this perfect scholarship is entirely consistent with an absence of moral sense, and what is even more important, consistent with an entire absence of any regard to those things which relate to the immortal destiny of the race.

Viewed irrespective of the vast relationships to the mere spiritual side of life, which can never be ignored, or never fail to be the transcendent question among men; and, regarded merely from a practical point of view, it is as well to have it understood that the highest aims of our system of public instruction are not realized by mere mental training. The state looks to its school system for the development of its citizenship, and no great citizenship is possible without the cultivation of moral qualities and, indeed, spiritual qualities as well. To be a mental automaton, capable of parsing sentences, mastering the power of numbers, and perfectly versed in history and science is not necessarily to be a useful or a good citizen. The nation requires men who are capable of higher things than purely mental endowments will afford. We need men with consciences in order to perfect our system of self government, men with high spiritual qualities in order to evoke patriotism, heroism and nobility of character. Truth and honesty, justice and virtue are qualities that must thoroughly permeate a community before we can have what is highest and best in human citizenship.