

schools for moral and religious teaching, and that in such teaching the cooperation of the churches should be invited. In other places similar movements have been set on foot. The proposals put forward vary in their details; but they all agree in seeking that morality and religion shall, in some way, have a place in the regular curriculum of our public schools.

These movements should receive,—they doubtless will receive—from the churches, the most cordial sympathy and, so far as possible, active support. In a country like ours the introduction of religious instruction into the public schools requires the sinking of all denominational differences in which no essential principle is involved and whole-souled cooperation in an enterprise which, wisely guided, should result in untold blessing.

### The "Movies"

Moving picture shows are a factor increasingly to be reckoned with in the education of Canadian children and young people. To an extent which many parents fail to realize, the ideas and ideals of life in the minds of their boys and girls are being influenced by the films which they see in the picture theatre. It would be a startling revelation if the proportion spent on the "movies" out of the weekly income of many a family could be made known.

The time is long past for denouncing the moving picture. It has established itself as a valuable educational agency, requiring, of course, careful control and direction, but capable of producing excellent results.

What is of the greatest concern to parents and to all those interested in the education of children is, that the pictures which they see on the screen give them a true and ennobling view of life. Official censorship can and ought to do much to secure that only pictures of the right sort are shown. But such regulation will be most effective only when there is behind it an enlightened and vigilant public sentiment.

Careful oversight on the part of parents in this matter is of the utmost importance. There are books which no right-minded parent would permit his children to read if he had power to prevent it. But a vile or vulgar picture may do far more lasting harm to the growing boy or girl than a vile or vulgar book. If vigilance is required to see that children read only the right kind of books, it is equally needed to see that they see only the right kind of pictures.

### The "Bad Boy"

"By the time that boy is sixteen he will be in prison." So prophesied one man of a stirring, undisciplined lad of twelve. The boy passed the sixteenth and twenty-sixth milestone safely. To-day he has an outstanding position and has given years of service to his church and country.

To blame the cause of failure in anything on "the other fellow" human nature seems prone. To lay the failure of winning the boy by putting the sin at his door is done too often. Often the trouble is with the adult who would lead him. The trouble commonly comes through ignorance of the individual, particular boy himself and through ignorance of the ways boys grow.

"No boy under sixteen is a criminal," says Judge Mott of the Juvenile Court, Toronto. He should know what he is talking about, for he is constantly handling boys of that age whom others have declared to be criminals.

Before a boy is given up as "incorrigible" at least three things should be done. His own individuality should be carefully studied and thoroughly understood. This will include a first hand knowledge of his home surroundings and, if he be a working-boy, of the conditions under which he works.

The second thing is an earnest, critical study of the methods of the one who is handling him. Has the effort been too much along the line of giving the boy what he "ought" to know and do? Has there been enough room for what he likes, is interested in and really needs?

By the time the first two are accomplished the third will be in full play. It is that love of which Paul writes in 1 Cor., ch. 13, which, amongst other things, is persuaded that in spite