

life, while among the teachers there are many hundreds who have the loftiest ideals and who do not teach for "results" only.

Over fifteen years spent in high and public school work has convinced the author that one great educational need of the province lies along emotional, moral, and religious lines. There are factors in the social life of the province that are disappointing. The author spent some years in one of the upper country towns and on his way to church passed every Sunday morning by a public house situated on the same street and but a few doors from the church. The bar-room door was always open and one could always count there a more numerous gathering than assembled at the church. The church-going element is a small minority of the whole population. It is easy, however, to exaggerate this religious indifference which is more on the surface of things than in the hearts of the people. The very absence of strong religious influences in the ordinary life of the community makes even the more worldly among the parents anxious for a strong moral atmosphere in the school room.

Fifteen years' experience has established the conviction that the infusion of a spirit of religious reverence, accompanied by direct moral teaching and the presentation of lofty ideals is appreciated in British Columbia as nowhere else.

The cosmopolitan character of the population, the unsettled character of many of the people, the absence of common sentiments among them, the lack of deep religious feeling among large sections of the population, together with the diversified character of the resources and industries, render the educational problem one of the most difficult and perplexing ever presented. The adequate solution of such a problem requires flexibility in any system and administrative capacity in the educational experts attempting to deal with it.