

alluded to above, and are placing moral training upon a plane more rational and humane. This is evidence of good work—of improved work.

3. Those teachers who are conscious of doing better work in moral instruction, are by no means satisfied with present attainments in that work. Having a better understanding of what moral culture and character building really mean, and appreciating the possibilities of that line of work, they are not only anxious, but determined, to extend and improve that most important feature of school work. This in the hands of prudent teachers means progress.

4. The scope of school discipline is becoming broader and deeper. At one period it too often meant little more than preserving good order—"making the pupil mind." Its work now means greater attention to the development and moulding of character; to the proper cultivation of the moral sentiments; and to the careful training of pupils in those many habits exhibited in every day life, such as industry, fidelity, punctuality, truthfulness and honesty, civility and politeness to all, respect for the rights of others, magnanimity, unselfishness, deference to the aged, and such other traits as go to make up a well rounded character.

5. The condition of moral instruction, as outlined above, is largely recognized by the thinking and con-

siderate public, and is giving to teachers a better co-operation of parents and others in their work. There are few people past middle life who do not remember how frequent in their school days were those cases of difficulty between teacher and pupil, which brought bitter complaints from parents, and which often required for their settlement the interference of the school authorities and of the courts. This is now greatly changed.

In well ordered schools few children ever hear of accusations of this kind. There are many cities and towns in Massachusetts where serious complaints from parents to the school authorities, about the objectionable discipline of their pupils, do not average one case per year for each thousand pupils in the schools.

6. Teachers are more generally giving their assent to the maxim often uttered, "as the teacher, so the school;" which means that they themselves are the greatest agency, and greater than all other agencies, for good in the school room; and that their best work is not done by programmes, nor by technical didactics, but by virtue of personal character, by the daily bearing and spirit exhibited in and out of the school room, by that silent and unconscious tuition, so indefinable, and yet so potent for the uplifting of moral character wherever its influence extends.

(To be continued.)

COLLEGIANS vs. APPRENTICES.

THE question is often asked, why educated young men do not succeed as well in obtaining employment as do boys who have grown up in trade, and received their education and experience along with the hard knocks commonly called "getting the eye teeth cut." That the fact, as

thus stated, is true cannot be denied. The precise reason would, perhaps, be hard to find, but there are many things which the mind recurs to at once as having a bearing on the subject. First, college-bred young men are without experience on the practical side of life. The pushing, alert