

girls placed under his charge. When I use the expression "good citizens," I mean all that name implies: boys and girls who would scorn to do a mean act: men and women who will not swerve one iota from doing the right, whatever the circumstances may be: God-fearing people who will seek to improve themselves that they may be of greater service to others and an honour to their nation. To accomplish this grand end, we must look very carefully to the morals of our pupils. *We should aim at establishing good manners and morals among them.* Inspector Hughes says: "The school should be one of the agencies in bringing the human race into a proper relationship with God, not by formal theological teaching, but by systematic training of the moral nature. This will in no way weaken the influence of the school as an agency in training the physical powers, and developing the intellect. Moral training will increase the efficiency of the school in all other good respects."

To my mind, one of the grandest privileges that can be given to man, is that of aiding individuals to grow consciously towards God in knowledge, in purity and in power. If a boy is truly polite from proper motives, he has made a good start in his moral training, and although good manners will not make a boy a Christian, they will make it a great deal easier for him to be one. Formal lessons on morality will do little good and may do much harm. Our words of council should have some weight with our pupils; our examples will have a greater influence over them; but their own actions will affect their moral characters a thousand times more than all we say or do. No voluntary act, however trivial in itself, can be performed by a child until he first decides to perform it. Now he must decide either in conformity with right as he recognizes it, or in opposition to it. Every time he decides properly, his will and conscience have won a victory, and are thereby strengthened; every time he decides contrary to his conception of right, his will and conscience have been defeated and consequently weakened. There should be one general law in school, "*We must all do right.*" The teacher should give his pupils clear and definite conceptions of the right in connection with their varied school duties, and secure a rigid adherence to the right in every detail. I do not think it a wise plan for the teacher to