

ing in both pupil and teacher. They awaken propensities at war with the peace and harmony of the higher life. They introduce children too early to the strife which disregards kindness and justice.

8. Teaching and study should be with as little goading, stimulation, and over pressure as possible, consistent with a normal development of faculties. Every object or motive which spurs a teacher or pupil to undue anxiety or superficial work, or which tends to affect temper, integrity, or kindness to children, should be removed. All possible causes of nervous depression or physical debility should be taken out of a correct system of education.

9. Study must be under healthy physical and moral influences. Education must not be so much a matter of mental training, so much a matter of time tables, programmes or schedules of work that there are no opportunities for sympathy and affection between teacher and pupils. This humanity is an indispensable condition of any good work. No teacher can account her duty fulfilled who does not put herself in a feeling nearness to the health, home life, hopes, wants and woes of the benighted ones often entrusted to her care.

10. Study must take in the forms of moral development and character building. Port-holes must be made in the course of study for the tender, the beautiful, the true, the good, wherever and whenever they can be brought in. Drill and work must stand aside for them. Discipline, too, is a part of this moral work, and in the hurry of over work may be made to educate into the hardness of criminals those who, if the reason and the heart had been touched and convinced, might have been made good and worthy men. Passion, stimulating resentment and stubbornness, dogmatic injunctions, awakening no reflection or acquiescence of con-

science, reproof and punishment without kindness or sympathy, are every day making bad men out of our children. A heavy responsibility is on the teacher who from indifference, hurry or want of self-control thus adds to the criminal classes of society, and a heavier one on any system which drives and goads its teachers, by over work, over anxiety, or nervous dread, to forget professional integrity.

11. While study and teaching in public schools must be methodical and uniform, yet we believe the tendency in our large cities is toward an over-organizing, and over systematizing that gives too much rigidity and treadmill character to education. The "system" places too much stress and reliance on palpable and showy individualism.—*The School Journal*, (N. Y).

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Be checked for silence, but never tax'd for speech.—*Alls well that ends well*, i. i.

THE BIBLE.—The Bible has hitherto been banished from Australasian schools, but it looks (says the *Westminster Gazette*) as if a reaction were setting in. The South Australian Upper House has carried a resolution in favour of the proposal to take a vote of the electors on Bible or no Bible. In Victoria seventy members of the present assembly, including the Premier, are also, it is said, in favor of a Plebiscite, and on this point the *Australian Review of Reviews* says: "If the matter is to turn on a popular vote there is no room to doubt what the result will be. The National Scripture Instruction League has already taken a Plebiscite in nineteen districts, and 46,000 votes were cast in favour of the Bible in the schools, and 4,000 against it." Future developments of the question will be watched on this side with the greatest interest.—*The School Guardian*.