

ment; and the results of such moral culture are not fully realized until after the pupil has passed from the immediate sphere of the teacher's influence. Time is necessary for the formation of character, and for the realization of its legitimate fruits. During the grammar school period the intellect begins to develop with a rapidity and a craving for action very gratifying to most teachers; and the moral nature, equally rapid, perhaps, in its development, is frequently characterized by a sort of eccentricity and a restlessness under restraint, often entirely misinterpreted by teachers. It by no means follows that this state of things is to be taken as evidence of budding perversity on the part of the pupil; but it rather suggests that the changed conditions of the pupil require a different and a more considerate course of treatment. To many teachers this is a critical period in their career. Those who, after experience in primary school teaching and government, have advanced to the work of the grammar school grades, know best how to appreciate the greater requirements made upon their resources for the training of pupils of those grades. A proper understanding of these facts, and of the principles underlying them, is necessary to form a correct judgment of the progress made in moral instruction in the schools, and of the present condition of that work.

There is good ground for considerable satisfaction and much hope in the present status of moral instruction in the grammar schools of the Commonwealth. In support of this view, we call attention to the following considerations:—

1. There is a widely pervading interest in this subject, and a spirit of earnest inquiry as to the best methods of procedure among school workers in this department of labour. Dissatisfaction with the results of past

methods, and with the character of some of those methods, has led to a careful study of the psychological principles of moral culture, which is bearing fruit in more rational and more successful work.

2. There is encouragement in the kind of means employed for moral instruction. The repressive methods formerly so much used, which led to the government of the school by main strength, have, in a large measure, given way to gentle means, whose aim is to lead pupils to control themselves. Corporal punishment year by year is everywhere less resorted to, and in many of the best schools is not resorted to at all. If a census of opinion upon the subject could be taken in the most progressive schools, it would be found that while a majority of good teachers might favour the retention of corporal punishment upon the statute book, as allowable in extreme cases, and as a last resort, the prevailing sentiment would be very largely in favour of its disuse; and that the teacher who makes frequent use of it must, on the whole, be regarded as weak in discipline.

There has been a very general disappearance of those petty punishments and indignities, to which transgressors in small things were too often subjected; such as being compelled to assume a bent-over posture of the body in the presence of the school; holding a heavy book or other weight in the extended hand; and having the jaws propped open by a stick—methods which were only exasperating to pupils and made no appeal to their better nature. A more careful study of the child mind, more rational views of corrective measures for the misdemeanours of pupils, and especially of the desirability of preventing rather than punishing such misdemeanours, and a constant appeal to the moral sentiments, are fast supplanting the objectionable methods