

called upon to obey ; and it is through simple obedience that moral character in its elementary stage is built up. The importance of the personal character of the teacher now appears. And hence it is that stress has been laid in the past, and will be laid still more in the future, upon the religious side of early training."

In practical teaching, of course according to Mr. Diggle, the moral and intellectual influences continually act and react upon each other. The proportion of intellectual advance which an average child may reasonably be expected to make in each year of his school life, has been decided by experience to be fairly measured by the six standards of the Government Code. These standards, or estimated yearly advances in knowledge, if thoroughly attained, do constitute a complete foundation of knowledge in reading, writing, and of calculation, upon which all future advance must be made. Where the controversy rages the most strenuously is around certain applications of these elementary principles to certain definite fields of operation. It is just in this area of choice that the man with an idea finds his field of action. One man's idea is science. Then he insists that every child's use of reading and writing and power of calculation shall be directed towards the acquisition of certain scientific facts. Another man's idea may be sociology in one of its many forms. Then he insists upon reading-books being used having the special information which he desires the child to possess. And so the manufacture of these regulations goes merrily on in the form of one "specific" subject or another, until the great aim which ought to underlie all the school work is obscured and lost.

The essential things obviously are, in Mr. Diggle's eyes, first of all, that a child should be taught to read well and to understand what he reads. He ought to be trained to express in writing his own thoughts and his recollections of the thoughts of others. He ought to be trained to use his power of calculation for the purpose of training him in accuracy of thought and statement. These are the first stages of intellectual development. What the child should be taught, and what he can usefully be taught beyond these, depends upon the capacity of the child and of the teacher. "I place no other limits upon what should be taught beyond these. I only suggest this as a guiding principle, that in the choice of a sphere in which the child's acquired knowledge should be called upon to exercise itself, the aim should be to stimulate the intelligence of the child and to foster the love of learning."

"It will be obvious, therefore," continues the shrewd member