

pupils are well-behaved, they are generally courteous, and as they pass out into life they show that the school has helped them in fixing habits of industry, punctuality, and good order, with a love for temperance and the greater virtues which fit them to be good citizens." "Amelioration of manners, growing habit of truth-telling, honesty and fidelity in school-work and in general conduct." "In pupils' courteous demeanour, regard for other's rights, their truthfulness and sense of honour." "Less slovenliness, profanity, roughness and uncouthness, more thoughtful attention to work and duty." "Pupils obliging, more conscientious, with a disposition to be just." "Children apparently advanced in conscientiousness, willing obedience, and sensitiveness to wrong doing." "Greater self-respect, increased care in deportment on street and about the school grounds." "They acquire habits of neatness, of punctuality, of obedience, of politeness. They learn to distinguish different forms of good and evil, and as a rule prefer the good. These facts are discernible in the school-room, on the play-ground, and on the street." "The virtues are strengthened in their hold upon the character, and the vices are regarded with disapprobation by the better portion of the pupils. Even by those who practise them, they are considered something disgraceful, which must be concealed as far as possible." "Pupils love the truth. The habits they form of performing moral acts strengthen their moral character."

These ten quotations show the spirit of nearly all the writers. Unless this evidence is to be discredited—and the writers are men skilled in the very work of determining the results of school-life—your committee must believe that the aims and the means employed in primary school instruction do result in positive and valuable

moral improvement on the part of the pupils. That this process goes on unequally in different communities, in different schools in the same locality, and with different pupils in the same school, is quite certain. The general tendency is, nevertheless, upward rather than downward.

The school is not the only power at work upon the moral nature of the children. The home influence, which should ever be uplifting, is often antagonistic to the moral teaching of the school. The street is often worse and more powerful in its moulding influence than either home or school. Listen to one more excerpt: "If I could cleanse the shops of cigarettes, forbid any boy under sixteen from smoking, put the — (naming a vicious sheet) out of the shop windows and into the list of proscribed literature, and arrest all boys under twelve found without a guardian on the streets after nightfall, I should feel that our inoculation with morals in the schools might diminish the pestilence that is robbing us of a pure and uncorrupt generation of youth." All this, however, is not within our province. We can simply administer well the agencies that belong to the school-room, leaving the rest to other branches of civic and social effort.

THE GRAMMAR SCHOOLS.—As pupils advance in years, the results of moral instruction are less immediately apparent than those of intellectual training. Intellectual development shows itself in increased capacity and grasp of the mind; moral training has its results in character and life. While the impressibility of the mind in early childhood is more favourable for moral culture, which is then secured largely by giving attention to the feelings and to habits of right doing, the period usually covered by grammar school instruction, say, from the age of ten to that of fifteen years, requires a different course of manage-