

writers of a fair hand, and good at ciphering, expert at telling the location of different countries, etc., etc. ? I ask each teacher who has given the question any thought if he feels satisfied in his own mind that he has done his duty by the boys and girls of his school when he has dealt only with the intellectual part of their being ?

Assuredly, I feel certain that I voice only the mature judgment of our efficient and zealous teachers when I give emphatically the answer No to the above question. Here I insert an advertisement which appeared in the public prints not many months since :—"A boy wanted ; the boy that is wanted must be active, intelligent, cleanly in his habits, quick to learn, obedient, truthful, and above all, must be honest." This advertisement clearly reminds us teachers that while we are to attend to the cultivation of the intellectual faculties, we are by no means to forget that if our boys are to fill the places where boys are wanted, we must with the utmost care develop, nurture, and strengthen good character. The conduct of a man, not his attainments, most concerns his fellows with whom he lives, and the nation of which he is a citizen. Many a man is honourable, faithful, and highly esteemed by those amongst whom he moves without being what is called educated. And, indeed, daily experience unmistakably shows us that a cultivated intelligence is often degraded to the worst purposes. It is therefore our deliberate aim, while giving the most earnest attention to the representative branches referred to above, also with equal care at least to attend discreetly and with unflagging zeal to the instruction of our scholars as to their moral obligations and duties. The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible ; we should not attempt to split it.

Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never have them out of view. Also the first faint appearance of good intentions will be eagerly watched for and carefully tended, and obedience to an enlightened conscience insisted upon as the hidden spring of all right action. To do this is to claim for our noble work its rightful place, to hallow it with the special care and sanction of the Master of Assemblies. Verily I declare unto you, brethren, that if I had the consciousness that my work in the school-room was limited by this life and the results of this life only, the very spring of action and endurance would be removed. That I am accomplishing a purpose, doing a special work—how imperfectly the Master only knows. Faith is the sheet anchor by which I meet all discouragement and all disappointment, and at the same time from which I derive power to continue at the work rejoicingly. And who are they that would rob you and me of this, the source of our continuance and power in our chosen profession, the most important of callings ? Because every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train

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