

that in spite of the alleged defects of the school, every parent who has not relegated his own duties to the Church, or to some other agency, finds the well-qualified school-teacher his most effective support.

The need of ethical training must be admitted. Morality is essential to the welfare of the State. The numerous opportunities presented to persons of sharp intelligence for the sudden acquisition of wealth, the facilities for gaining political power, and the temptations to which young men of mere shrewdness are exposed, show that if moral education is ignored in our schools, ruin will come to the State in spite of our much-valued civilization. The rapidity with which intelligent power has supplanted physical force has given the man of brains extraordinary influence among his fellows. The outlook is in many respects alarming. Every day brings its disclosures of untruthfulness, dishonesty, and corruption. Intemperance and profanity are prevalent. Defaulters and gamblers exist. Scandals in public life are not unknown. It is idle in the face of crimes brought to the public gaze by the press and the courts to deny the urgent need of training in morality. Ethical training should be given by the school, as well as by the home and the Church. Each has its duty in the matter. What, then, should be done to remedy existing conditions? Some one may ask what suggestions do I offer?

1. Better teachers. The qualifications at present exacted are not sufficient. The academic attainments should be raised. The professional course should be lengthened. A stiffer course in pedagogy should be exacted. Works in ethics should be prescribed for the Normal Schools and the Normal Colleges. Moral science should receive fully as much attention as psychology. It will be neces-

sary, however, to expend more money if better moral results are to be obtained. The salaries of Public School teachers have in many places almost reached the starving point. Much higher remuneration for teachers is necessary. The legislative grant, and perhaps the municipal grants in townships, should no longer be apportioned on mere average attendance. The qualifications of the teachers and the expenditure made by trustees should become factors in determining the apportionments to be received. The expenditure for education should be doubled.

2. The personality of the teacher should be valued more by trustees. His university standing or his success in the passing of pupils at examinations should be deemed of minor importance, when compared with character. His influence for good outside the school should receive attention. His ability as a character-builder should be valued more than his facility in giving instruction. Parents should be more desirous of having the ethical side of their children strengthened than their intellect developed. Knowledge should not be regarded as synonymous with education. The parent should cooperate more readily with the teachers in their arduous task. A parent should get acquainted with the teacher, and regard him as a co-worker in the training of his children. The parent should be taught to feel that the moral training of his children is his own duty, rather than that of the school or the Church. Fortunate is that child whose parents and teachers are working harmoniously and intelligently for his good.

3. Children should receive more religious instruction. This religious instruction cannot always be given intelligently by the parent. The Church should make better