

the knowledge must arouse feelings, desires, and end in resolutions. All human beings come under the control of convictions, which take the form of maxims or dogma. These convictions arise from ideas which have aroused feeling. Now ideas can be aroused by the teacher; if a real teacher, he can and will cause interest; thoughts that interest will be retained, reviewed, pondered upon, and produce resolutions and determination to act.

This fundamental principle has not been kept in view. The teacher has aroused an interest that the pupil should know more; that is one thing; but that is wrong. The teacher arouses an interest, so that a love for the subject matter itself appears; that is another thing. Pupils of six, seven and eight years of age have been seen who have been drilled to add columns of figures with surprising quickness. What was the motive?

The instruction given is then a most important factor in attaining ethical results. Herbart says, "out

of the thoughts arise feelings, and out of them, principles and modes of conduct." The pupil must have thoughts that interest him; interest is, therefore, the immediate purpose of instruction. It has been with us, however, of little account, except to make acquirements.

The growth in crime has not come from a want of personal sympathy; every teacher wants his pupils to turn out well. But may the teacher rightly expect to have an ethical foundation by this personal sympathy? Must there not be determinations? How are determinations reached? These are fundamental questions, and well worth pondering upon.—*School Journal*, N.Y.

Heaven will not be pure stagnation, not idleness, not any more luxurious dreaming over the spiritual repose that has been and safely and forever won; but active, tireless, earnest work.

—*Phillips Brooks.*

THE OUTSIDE INFLUENCE.

THE teacher enters his school-room to find a company of boys and girls apparently ready to be molded to his will. They appear to be ready to be influenced to choose right courses of conduct; they appear to have been influenced to act according to settled principles. He dismisses them at night often in the full belief that he has accomplished something that very day that will make them proof against temptation, active in ethical ways, and only needing more of his teaching to bring them to a full manhood of earnest endeavor.

But he has an outside influence to contend with that is mightier than he. The water between New York and Brooklyn seems peaceful and harmless, but the ferry-boat that launches into

it feels a mighty current that grasps it as with giant arms; and though it combats the water's force with intense effort it is often swayed far out of its intended course. And so the pupil who leaves the class-room for the street or the home encounters influences that set at naught the teachings of the day.

In the early days of this country the pupil found in the home or the street the same urgent pressure towards a virtuous life that he experienced in a school-room; but a momentous change has taken place, and the teacher now feels very doubtful as to his influence over the lives of his pupils. A gradual deterioration in public morals has been going on for a quarter of a century; though all that time the expen-