

build up character—by which is meant a determined willingness to act in accordance with the laws of the universe. It is the duty of the school to teach these laws and induce the pupils to obey them. The reason that criminals increase in number out of proportion to the increase in population is that character is not made the object of the instruction given; there are other standards set up, standards of scholarship. Persons are employed to teach who do not and who can not make character the object of their efforts. The effort that was made to take Protestantism out of the schools, and the rapid expansion of the school system came together, and resulted in the employment of a vast number of persons as teachers who became simply "recitation posts."

In 1850 the ratio of prisoners was in Massachusetts, 1 to 1,267; in 1880 the ratio was 1 to 615—these are the native born, remember. The causes are stated above. The care is to make the schools nurseries of character; the doctrines of Christianity must be taught in them. Those who are employed must be persons who have a Christian character themselves. This is not saying that members of any church, Protestant or Catholic, must be employed; nor is it saying there must be reading of the Scriptures and prayer. What is meant is that the doctrines of Christianity must pervade the teacher's life and thus find an entrance into the school-room. The chief difficulty in the way is that the parents are indifferent concerning moral teaching, not that they will tolerate a so-called immoral teacher. But of two teachers one who is evidently a person of high moral aims, the other "who is smart as a whip," to use the language of a school officer in describing an applicant he had just seen, the latter will be chosen every time. They do not understand that character-forming is the real work to be done in the school room.

Let us, to economize terms, call the teaching of Christian doctrine moral teaching. Let us suppose that it is charged upon teachers to give moral instruction—for example, to teach the law of veracity and the consequences of failing to obey it. When the moral laws are put on an equal footing with the laws of physics or physiology results not now apparent will make their appearance. Some will say they cannot do this because the Bible is taken out of the school. But the moral laws exist without the Bible; they are in the Bible because they are true.

Our education, therefore, to yield its appropriate fruit, must aim to deposit a firm belief in and a practice of the moral laws. The tendency now is to aim at character far more than formerly; when the parents demand it, those who are competent to teach morality will be invariably selected as teachers. Then, the public schools the offspring themselves of Christianity, will in turn become fountains of Christian belief and practice.

A book, like a person, has its fortunes with one: is lucky or unlucky in the precise moment of its falling in our way, and often by some happy accident ranks with us for something more than its independent value.—
Walter Pater.

"New times demand new measures
and new men;
The world advances and in time out-
grows
The laws that in our father's days
best;
And, doubtless, after us, some purer
scheme
Will be shaped out by wiser men than
we,
Made wiser by the steady growth of
Truth,
We cannot hale Utopia on by force."
—*Lowell, A Glance Behind the Cur-
tain, 1843.*