

We are not making *fear* but *right* the most potent factor in government.

The attention of the child is drawn to nature and its order especially to the fact that as the breaking of a natural law is followed by punishment of the offender, so the breaking of the moral law injures the one who breaks it.

The teacher never speaks of the Bible—our ideal moral guide—except in the most thoughtful and reverential way, never paraphrasing or simplifying it in a silly manner. The strong Scotch character is largely due to the Scotch getting Bible teaching without adulteration.

When studying the Bible historically the teacher impresses the child with the thought that he accepts the teachings of the Bible as his rule of life. Each day's work is begun with reading a portion of scripture and with prayer, all conducted in the most reverential manner possible.

History and other subjects are used as a means of moral instruction. Great wars, especially long continued struggles, have been the birth throes of great moral ideas. Narrow views of citizenship are avoided by studying the history, national contests and many heroes of many nations.

We are teaching the children not to despise manual labour—the workshop for all boys, cooking and sewing for the girls.

We are teaching the right use of books. We decorate the walls of our school-rooms with imperishable thought in noble language. "Punctuality begets confidence." "Trifles make perfection, but perfection is no trifle." "There is not a moment without some duty," and so on and so on.

But above all and beyond all we are assuming a high moral standard from the whole school, pupils and teachers alike, without regard to doctrine or creed. The principals of our schools and the teachers are men and women of sound moral character. A teacher has no right to hold a lower ideal of morality than the highest which the national life affords. We are raising the educational ideal notch by notch. Some one, very frequently a teacher, with a new moral idea or an old moral idea reclothed, arises. Men of average ability seize upon the idea, enter it upon their own moral tablets and raise the moral standard of the race by passing it on by heredity to the next generation. Thus a nation is uplifted. Names crowd upon us as we think of this. We must not be content with not letting the school-