

know where my pupils are set an examination. They can take higher marks on deportment than the pupils of any other school in the country."

Now, there is much to be said for examination tests and for formal and definite measurements in almost every branch of study, but the inspector was everlastingly right in ignoring all this and in judging the school by a higher standard. There is a spirit "which runs through all and which doth all unite." This spirit now appears as aesthetic, now as moral, now as religious, now as intellectual. In a negative way it may appear as unruly, vulgar, ignorant or as lacking in reverence. It is in any case the measure of the school and the teacher.

This idea might be expressed in another way. A school cannot be measured by its programme of activities, but by the manner in which those activities are set in motion. The educational value of everything is paramount. There are a hundred little things during a day that are in themselves insignificant, but which educationally are of supreme importance. Think of the effect of the morning greeting, the manner of assembling school, the care of the cloak room, the appearance of the blackboard, the condition of the text books, the mounting of the pictures on the walls, the teacher's voice, manner and dress, the attitude of older pupils to the younger, the partaking of lunch, the choice of stories, the school concert, the walk to and from school — none of which in the ordinary course of things might be tested by examination. Yet of such things the life of the school consists. Two children are engaged in weaving paper mats. One of them just weaves and pastes in order to get a pattern of some sort, the other measures carefully, selects colors that harmonize, designs in accordance with some definite idea. The second exercise is educationally valuable, the other is not. Two classes play a game—the former yelling and disputing, with little regard for referee or the laws of the sport; the second equally vociferous, perhaps, but ready to stop at the blow of the whistle and to be guided by the arbiter of the

game. In one case there is no good education, in the other there is. The game is the same in both cases, but the spirit is different, and it is the spirit which is all important.

Often we hear teachers referring to art lessons in school as if these summed up the whole of art teaching. Really, the important thing is not the art lesson at all, but the spirit which pervades the school in all its activities. To begin with, the teacher in speech, dress and manner may be artistic, the care of the grounds and building may speak good taste or the reverse, the lobbies, text books, scribblers, blackboards, decorations, may all teach either coarseness or refinement. A box of water colors does not guarantee that the possessor possesses good taste. As a matter of fact, there are better opportunities to develop the artistic sense in gardening, in covering books, in getting lunch ready and in hundreds of other ways than in the drawing lesson—which unfortunately is known as the art lesson.

The same thing is true of morals. The formal lessons count for little. The behavior of the pupils, their attitude to each other and to society is everything. Sometimes we endeavor to develop patriotism through the waving of flags and the singing of songs, as if these exercises alone would make patriots. We surely have learned by this time that real patriotism is deeper than that. The good man is the good citizen. The only school in which love of country can be taught is the school in which both teacher and pupils love their country. The cultivation of other virtues is possible only in the same way. It is not set lessons, but faithful practice that counts. There is not an exercise or game or activity which is devoid of moral quality. "The teacher should be able to recognize in the humblest action its universal human significance."

In the field of science the same principle is true. A school may teach nature study and science and yet fail to cultivate in the pupils the scientific spirit. And after all it is of comparatively little importance what knowledge of elementary science one may possess