

Every teacher should have a clear-cut theory, a distinct aim, as the guiding star of all his daily work? What is it you are seeking to accomplish in all your daily work in the school? If you should perfectly succeed in your highest conscious purpose, what kind of men and women would you make out of the boys and girls under your hand? Would they go forth into the world simply as shrewd bargainers, sharp calculating machines, those knowing how to make the most of every opportunity for themselves, and to look out first for number one? Or is it your daily, prayerful effort to implant right principles in the uncultivated minds, to train up a score or a hundred of men and women to be, so far as it is in your power to make them, truthful, pure, generous and noble? Can you doubt which is the higher, the true aim? "What the schools need is not more of arithmetic and grammar, but more of heart-culture, aesthetic and moral training, less cramming and driving for per cents., more moral instruction." These words of Dr. Peasler of Cincinnati, are but one expression of a conviction which is steadily settling down upon the minds of the thoughtful everywhere. We have in these calculating, high-pressure days been forgetting to too great an extent the true end of all education. The first aim should be to turn out not accountants, or scientists, or phenomenal students, but high-toned, broad-minded men and women.

An exchange paints the teacher as the Modern Archimedes, who has the standing-place, the fulcrum and the lever for lifting up the world, and who is raising it slowly but surely into its right place. An inspiring picture! Is it a true one? That depends upon the kind of teacher the man or the woman is. Time was when it was thought that the mere secular education, the universal knowledge of the "three R's," was going to abolish pauperism, vice and crime, and raise the world to a lofty moral plane. Common school education is still far, very far, alas! from being universal, but most thoughtful persons are already convinced that the panacea is not working. Honesty, truth, virtue, do not keep pace with the growth of intelligence. It is now being seen that great moral effects can be produced only by adequate moral forces; and there is no necessary moral force in arithmetic, or penmanship. This mighty elevating force can be derived only from the highest sources. The solemn sanctions of religion; the inspiring belief in God and a future life, alone can supply the standing place and the fulcrum, while none but the teacher of lofty personal character can effectively apply the lever.

Is this a plea for formal religious instruction in the schools? By no means. But it is a plea for the constant presence and power of the strongest moral influence. The foundation truths are happily, in this country, usually present. They are implanted in the family, the Sabbath School, the church. What is wanted in the schools is not the teaching of dogmas, but the constant appeal to the right. The pupils should be brought imperceptibly to try every act and thought by the standard of right; to regard the honorable, the true, the pure, the unselfish, as the foundation principles of all that is truly noble in man or woman. We are accustomed to despise the Orientals, but in

some respects they are wiser than we. The American Bureau of Education has recently published an interesting account of education in Japan, prepared by the Japanese Department of Education. Amongst other remarkable features of the Japanese system, it will be found that the subject of "Morals," is named first in the curriculum of school subjects in both the lower and the higher grades of the Public Schools.

If any class of men and women, more than another, should maintain the very highest standards of honor and integrity, that class is the Public School Teachers. Their reputation should be above suspicion. Hence it is of the very first importance that certain allegations made by the Educational "Censor" of *The Week*, in a recent number, should not be suffered to pass. That writer asserts that, contrary to all precedent, and all propriety, the Normal School Masters presided while their students were writing at the recent examinations, and that both they and the Model School Teachers read the papers. "Censor" further states that "cribbing was carried on extensively during the session;" that "the man whose marks entitled him to the gold medal lost that honor on account of this offence," and, worse for the Department than all, that "while the individual in question was deprived of the gold medal, his name was among those recommended for certificates, and he is sent forth to the country as one who is morally, as well as intellectually fitted to train up a child in the way that he should go." It seems incredible that such an offence could be overlooked. We have no hesitation in saying that the man or the woman who could be guilty of an attempt to secure a certificate or a prize by *fraud*, is utterly unworthy of a place amongst the educators of our country. We write this without any knowledge of the party referred to, or any other information than that supplied by *The Week's* contributor. But we have looked in vain for denial, explanation, or defence, from the Department.

From articles and correspondence which have appeared in the daily papers since the above was written, we learn the surprising fact that, in accordance with recent Departmental legislation, the Normal School Masters were actually appointed to examine their own students. This is surely an erratic and extraordinary movement. It is in opposition to the theory and practice of all the best educational institutions in the Province. The objections to such a course are so many and obvious that we need not stay to point them out. We can only wait for explanations, and in the meantime wonder what will be the next startling innovation.

THE NEW "MANUAL OF HYGIENE."

A good deal of criticism of various kinds has been elicited by the new text-book on Hygiene for schools and colleges. The price has been particularly objected to. And certainly one dollar seems a high price to pay for a school book of less than 300 pages. Unfortunately for those who have to buy, there is, under the present system, no guarantee that any text-book required in connection with the Public Schools, shall be sold at the lowest