

For the REVIEW:

The Teacher's Personality.

How important it is that youthful minds should learn to appreciate the beautiful in the life around them and through forceful habit intuitively "love the best when they see it!" Yet this selecting of the "beautiful" and "best" is not natural to the untutored mind; hence, the importance of careful culture on the part of teachers, especially during the formative period when the child is so susceptible that he may be said to take on the color of all he meets, or, more truly, all he loves. How important, therefore, that he should be trained to cultivate "proper loves and proper hates," to love the pure, lovely, and of good report, and to hate all "appearance of evil."

How a child's life may be brightened and sweetened by being guided in righteous paths and beside the still waters! Ah! who can estimate what errors may thus be avoided and what an endless chain of good influences may be set in motion!

Theory and beautiful thought are not sufficient to realize our ideals, these must be crystallized in action, else the beauty vanishes and the ideals become stumbling, not stepping, stones. Do we not oftentimes feel the words of Shakespeare to be sadly true? "I can easier teach twenty what were good to be done than be one of the twenty to follow mine own teaching."

We feel ourselves handicapped by our own imperfections. We cannot conscientiously ask another to *be* what we are not, or *do* what we are not willing to do. We must be greatly good ourselves, else we cannot greatly influence for good. We may conceive high ideals of life and point them out to others, but it is not the "go up," but the "come up higher," higher along with me—and not only this in words, but by nobility of life—that truly uplifts.

It is not what we say, but what we *are*, that potently speaks and gives momentum to our actions and charm to the life.

Thus realizing that we cannot effectively teach more than we *are*, how wise our inmost thoughts should be, how jealously guarded lest they defile and belittle that inner temple, that higher self to which all else in life should be subordinated!

Shall we not seek to keep this temple "beautiful, entire and clean," ever pressing upwards for

"More life and fuller,"
 "Till we at length are free,
 Leaving our outworn shell
 By life's unresting sea?"

Well may a teacher exclaim, in view of the responsibility incumbent upon her, "Who is sufficient for these things?" But is it not well that we should thus feel

our insufficiency, lest, being self-satisfied, we make life a dignified repose rather than a "noble unrest!"

How often in the past have we failed! Yet, "not failure, but low aim's crime."

Shall we not, therefore, resolve anew to rise on the pleasures and discontents of life from one plane of excellence to another, till we "shuttle off this mortal coil," and at length realize the satisfaction of our being in its Source!

L. M.

Halifax, April 1898.

For the REVIEW:

We Learn from Good Examples.

Character building—the formation of habits of attention, industry, independent thought and scrupulous honesty in work—is of infinitely more importance in the education of the child than mere book knowledge. It is the aim of all conscientious teachers to help prepare their pupils to become upright citizens, and although there are many discouragements to be met with, yet sometimes the faithful teacher has the happiness of seeing results of his or her labors.

The examination recently held at Compton Avenue school, in Miss Creighton's department, must have been encouraging to the teacher, as it was delightful to the writer. The programme was long and varied, embracing tests in all the branches of Grade VIII work. The bright, intelligent faces of the boys and girls, the close attention, and the prompt, respectful manner in which the responses were given, showed full sympathy between pupils and teacher. The work was in its character plain, solid and thorough, and no doubt could exist in the mind of the onlooker as to its being the genuine outcome of the daily work of the term. One noticeable feature was that the answering was not confined to a few but that all took part and seemed eager to assist in making the examination a success. The work in arithmetic and algebra was most thorough,—the questions were taken down promptly, worked rapidly, and answers and explanations given clearly and concisely. In grammar the pupils showed that they not only had memorized principles and rules, but that they knew how to apply them, and thus prove that grammar is not only the science, but the art, of speaking correctly. The geography exercise took the form of map drawing on the board. Several volunteered to do the work, and while they sketched the outlines and located places, others criticised and corrected. Reading, spelling, drawing from objects and calisthenics completed the programme. The exercises in calisthenics were very pleasing, and the erect and graceful bearing of the pupils during the whole session testified to the usefulness of this branch of education.

T.

Halifax, March 30th, 1896.