

uncultured, offensive in his ways, crotchety and all the rest of it, but he was a wonderful worker. At the end of a year he passed the teachers' examination and received a license to teach. It would have been as fitting for a Zulu to take charge of a school as that man. Why in the name of all that is sensible didn't the teachers of that school take him where he came short instead of bending all their energies to making him come out first on examination? It requires more courage to talk to a man on personal matters than to teach him physics or algebra; but what is a teacher for, if it is not to assist in building up life? There are some of course who shout "cant" as soon as you mention character-building or anything of that kind. Can a man not be as honest in trying to help a fellow to a better life, as in trying to teach him history or literature? The fact of the matter is, teachers require to have their eyes open to dirty hands, greasy coats, rough manner, signs of bashfulness, and everything of this kind. Then they can do something. But they never in this world will do anything of account if they are thinking in terms of the subject of study rather than in terms of the pupil.

In the second place teachers must know in theory and practice what the gentlemanly life means. Ay, there's the rub. How can one with rasping voice, slovenly expression, bad temper, insolent tone, hyper-business air, cast-iron precision, understand the life we are considering? The thing is impossible. It may be that with many of us we shall never reach the ideal; it may be that early training and environment are against us; it may be that we have it not in our blood, for there is a good deal in that; but we can do our best. And when we review our work for the term upon which we are just entering, one of the questions we shall ask ourselves in all seriousness is this, "Have we helped our boys to be gentlemanly in thought, act, and word?" and if we have, our labor has not been in vain.—*W. A. McIntyre, Winnipeg, in N. Y. School Journal.*

We have imagined that there is a royal road to the making of good teachers. There is not. Good teachers cannot be extemporized or made in a hurry. They cannot be made by the mere teaching of psychology, pedagogy, or normal school methods. Something infinitely more important is needed. Content is always more important than form. What is the worth of method if you have nothing to teach? A good teacher must know thoroughly what he has to teach. If it is English, he should know English literature, should know and love the great masters, should have made at least one epoch or department his own, so that he might write intelligently regarding its relations to the whole. So with every other subject that he may be called on to teach.—*The late Principal Grant.*

Attractive School Rooms.

In the country schools there is so often an inability or a disinclination on the part of the school board to expend money in making the interior of the schoolroom attractive, that most schoolhouses so situated have an uninviting, not to say repellent interior.

The walls are usually white plaster, much smoked, and beside desks, a globe, and map case, green window blinds are considered a satisfactory finish in the furnishing of a room where the children of the district spend almost half of their waking hours.

If the teacher is willing to put in a few extra hours not called for in her contract, she can make attractive even the most barren interior. The board will, without doubt, if properly approached, allow the expenditure of two or three dollars of their funds, and consider them well spent.

Take one dollar for the purchase of wall finish. Alabastine is the best, for it does not show streaks, no matter how unevenly applied. A dark rich cream is the better color, as it does not show dust so readily, and yet makes the room appear light and cheerful.

Beg or borrow a kalsomine brush, clean it thoroughly, and have two of your larger boys apply the finish. (They work better in pairs, and if you can make use of your bad boy, you have accomplished something worth while).

Give the big girls the window washing. But in keeping the children busy, do not forget to be busy yourself. Remember it is *they* helping *you*, and not the reverse.

Use as much of the money as necessary in buying Swiss, dimity, or cheesecloth (white) for sash curtains. If kept clean, the latter will look very well.

Have your younger girls hem them.

Put them up with wire, and not cord, as the latter so soon sags down, giving the whole an untidy appearance.

Spend any money there may be left in buying pictures.

Put the pictures up with autumn leaf frames, or if glass can be obtained a few cents more will give you an excellent means of preserving your pictures, making them last quite as long and look about as well as though they had been framed. The expense is very small.

Have the glass cut the size of the pictures, supply