

people, as a rule, remember most distinctly those features of their school days in which their teachers played an undignified role. The devotion, the self-sacrifice, made by teachers are not appreciated, because children do not note these things, although they will always remember the occasions when their teachers behaved foolishly, unjustly or with lack of dignity. This being the case, it becomes all the more important for teachers as a class to conquer the good opinion of grown-up people, no less than to win the affection and respect of children. Yet how little systematic effort is made by teachers to reach, impress and conciliate the public, that can scarcely veil the contempt which it feels for the profession of teaching. A good many teachers are lumpish individuals, who never subscribe to an educational journal, nor belong to any educational association, because they cannot see that it pays dollar for dollar. A still larger class, however, while doing their full duty in this direction, utterly fail to appreciate the fact that there is a vast social life outside the profession, and that it is a duty to mix with it, to share in it, quite as much as it is to read about it. The club life, the literary and social life of a big city or town will show that the teacher participates in them but to a slight extent. And yet teachers should be leaders in their communities. They can be leaders if they will."

—THE New York *World* asks editorially, "Who is the 'dull boy'?" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."—*Exchange*.

—ONE of the excuses sometimes offered for the use of words which are either slang, pure and simple, or border upon it, is their expressiveness. Perhaps that is why the editor of one of our educational exchanges exhorts his readers to "Slick up the school yards." It is such practical and valuable advice, to which there really seems to be nothing to add, that we feel tempted to repeat the expression used by our confrère. In any case, see that the school