

would seem that our teachers must perceive the importance of training of the kind indicated. But there is no hope so long as those in charge of our schools think only in terms of intellect. Additional intellectual ability is the last thing some people need. Soap and curry-comb would be more to the point. Yet there are cases on record where children have entered a school rough, untidy, unmannerly, and at the end of a year have gone away worse than they came. A man came into a high school down East. He was dirty, rough, 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 "can't" 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.—*Western Ed. Journal, Winnipeg.*

EDUCATIONAL MOVEMENTS AT HOME AND ABROAD.

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The keynote of the best educational thought of our time is hope. Never before has the work of national education been so full of promise for the future, or of deeper interest to the teacher, the admin-

istrator, and the student. But there can be no standing still in educational effort at the present time. The world is passing through a period of rapid and disturbing change in the sphere of thought and