

3. *What is required under the circumstances?* First of all it 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 "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 every thing 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 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 this 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 next term one of the questions we shall ask ourselves in all seriousness is this "Have we helped our boys to be gentlemen in thought, act and word?" And if we have our labor has not been in vain.

"HUMOR IN THE SCHOOL."—A REJOINER.

In the September issue of *THE JOURNAL* there appeared an article, interesting and profitable, dealing with the above theme in several of its aspects. The plea for its right in the school-room was earnestly put, and suggested somewhat new ideas, even to the casual reader.

As discussion was invited it may be that a few further thoughts on the subject will not be out of place. It is not my intention to dispute any statement that was made, but merely to expand some of the suggestions indicated in the remarks.

It is agreed on all hands that humor is a desirable gift, and a commendable element to its possessor. It seems to create an atmosphere of good will, besides giving evidence of even temper, an active mental discernment and the desire to please others.