

iterated and re-iterated from pulpit and platform. Words have their place, all will admit, but a good deal of work and a good deal of wholesome example are like leaven—they slowly and silently work a change. Character is built up in this way.

In answer to the question, "How would you act and teach so as best to develop character in your pupils?" a teacher writes much on what she would *say* to the pupils, the frequent lessons on morals and manners she would give, and the illustration of good lives from history and literature. All very well if the words are concise and well timed, and if illustrations are well chosen. But there is nothing said by this teacher about the power of every day work to form character, the faithful performance of every duty and school task, and the attempt to solve every difficulty by the pupils' own exertions.

TALKS WITH TEACHERS.

In these days of sharp competition in business there are many bogus schemes promoted, against which all should observe caution, and teachers should be increasingly on the alert, as they seem to be the special mark for some of them. Teachers should not, considering their opportunities, be more gullible than members of other professions; yet the success of some agents representing questionable methods of dealing gives color to the assertion. It is not uncommon for such agents to pave the way for membership to some association which is to confer great benefit, by giving, if you please, some premium consisting of considerable tinsel and litter, but far below in value the sum asked to become a member of the society. Yet it is more than likely that it is all the value that will be received for the expenditure of quite a large sum. The favorite trading scheme seems to consist of privileges of buying goods at a reduced price from some concern a long way off. Let us examine this a little. Assuming that it is correct that reduced prices will be given, it is for teachers to consider the fairness of a transaction which is to transfer their custom from among the business men among whom they live and work, and who are taxed to support the schools on account of the support of which their salaries are paid. It is true that teachers are but a small portion of a community, yet if all acted upon their example it will easily be seen that every local industry would languish, and the schools would receive diminished support. It is on account of this principle that such a determined effort is being made all over the world to curtail the operations and privileges of departmental stores.

Many teachers have been induced to join such societies, against their judgment, by the example of others, the endorsement of those who enjoy their confidence, and the persistence on these grounds of the agent. Some of these gentlemen have the assurance to enter the schools during working hours and to occupy time that does not belong either to them or the teacher, until their object is accomplished. They also feign great indignation if they are not successful, and have even been known to give false statements of those who have become their patrons. It would be well for teachers in all such cases to insist politely but firmly that the time is not their own, and to suggest that a more fitting opportunity be taken to discuss the matter.

These agents are usually supplied with reams of testimonials, which, on account of their number, they know full well will not be examined critically. Testimonials should not be carelessly given, as their effect and influence is more far-reaching than may be anticipated. There may be some good points in an article, and many persons, out of good nature, commend it. They may also condemn other features; but it is certain that when the printed copy appears the praise will appear and the blame be absent. To such an extent has this feature been made conspicuous by unscrupulous concerns that I fancy in the future it will be difficult to obtain testimonials on any grounds from prominent educationists.

It may be observed that there are still a few of the more remote and less enlightened school districts which advertise for teachers, and some of them still, I regret to say, request that salary be stated. It is to be hoped that these districts will obtain teachers as cheaply as they desire, and as they place a low value on the work to be done, that they will not be disappointed in their moderate expectations. It is well known, however, to the best teachers that these same districts are the most petty and exacting. Those teachers who place a fair value upon their work seldom or never apply for such schools, and the competition is confined to those who are in the habit of drifting. It is gratifying to know, however, that there is an increasing number of school boards which discriminates as to the quality of work to be done.

Teachers will note that Gage's Readers will, after a short interval, be the only ones recognized, and it may be well to advise the pupils to use up the old readers rather than purchase new ones. If there are no old ones in the families, it would be better to procure second-hand ones from others than to buy new Royal Readers.