

responsible for the welfare and good government of the community. The teacher cannot shirk his duty. He must, day after day, come in contact with the children, and more or less with the parents. The cases are very rare in which he has not a sincere desire to improve the school and do his pupils good. Almost invariably, his aim and lifelong work is to change the boys and girls into gentlemen and ladies. Too often, he fails. Too often the apathy and indifference, or worse, the opposition and uncharitableness of the community, have turned what might have been success and honor into miserable failure. In such instances, the whole censure is placed on the teacher, and he is made to bear the result, not of his own bad management, but of the lack of support which the community were in duty bound to give him. A good school is a possibility in a community, whenever the good, influential part of it determine to sustain a reasonably good teacher, in spite of all petty jealousies, and in spite, at times, of what may seem a trifle irregular. At least, allow the teacher to commit one-fourth as many blunders as would be excused in a congressman or a man of business. The public school should be sustained and fostered by every member of the community: indeed, it should be the pride and boast of all; and, since a community is judged abroad by its school at home, every one should feel a proud personal interest in its reputation as in his own, and see to it that he neither disgraced it nor allowed it to disgrace him. It is time that we ceased to lay our responsibilities upon others, or that we take upon ourselves the duties which we ourselves owe to the community. Each and every man and woman is directly responsible for the actions of the community. So long as we allow our public meetings, our lectures, our church gatherings, to be annoyed, disturbed, and made unendurable by hoots,

whistles, cat-calls, and general rowdiness; so long as we allow our nights to be made hideous by gangs of young men racing and howling in our streets, so long may we expect our schools to be disorderly and unsatisfactory. But when our city governments shall see to it that order prevails on our streets at night and by day; when our churches and Sunday schools shall determine to have and enforce good order; when we can have a public lecture, in either hall or church at which there shall be no ruffianism; when, in short, our public will so respect themselves as to compel others to respect their rights; whenever and wherever this state of affairs exists, then and there can be had a good, successful, and orderly school, and genteel orderly pupils will go trooping home quietly and without carrying off any one's gates. The best teachers in the world cannot do it without the co-operation of the people, and nothing can relieve us of our personal responsibilities. The good of the common school demands the co-operation of every man and woman of the community.—*Barnes' Educational Monthly.*

FACETIÆ.

Student, fresh from College, to Conductor; "I wish to get on the penultimate car." Conductor: "we have no peanut car; you can take the Smoker."

The reason why the ancients took the owl for an emblem of wisdom was because he saved his talk and filled his stomach. Remember this when you are invited to a banquet.—*Detroit Free Press.*

What is your name? asked a teacher of a boy. "My name is JULE," was the reply? whereupon the teacher impressively said: "You should have said JULIUS, sir." "And now, my lad," turning to another boy, "what is your name?" "BILLIOUS, sir."