

Elimination of Waste

A great deal is being written and spoken about the sinfulness of waste. Waste of food, of money, of fuel, of anything needed for winning the war is criminal; worse than that, it is treason to the cause of liberty and of civilization. In the tremendously important campaign for thrift in every department of human activity, teachers can wield an enormous influence. Will you impress on your pupils the great necessity of saving? Will you also, as opportunity offers, impress the same lesson, tactfully, perhaps in the ordinary course of conversation, on the parents and friends of your pupils? There can be no exaggeration of the necessity of avoiding waste.

But, in the schoolroom itself, there is frequently waste of a more precious commodity than paper, pencils, or crayons. Are we using our own and our pupils' time in such a way that every minute counts? Our boys will soon be men; our girls will soon be women. Do we realize, in these warm September and October days, when the clock has a tendency to move slowly and all out-doors invites us, that in a very few years these boys and girls must take their place and do their share in helping the world to recover from the effects of this war? For example, is the seat work or the "busy work" that we assign to our pupils chosen so carefully that the doing of it counts definitely in the child's progress, or is it given simply to keep him quiet while another class is reciting? Are our lessons so well prepared each day that there is no hitch, no hesitancy in presenting new work, no *waste* of time or of labour? In a very real sense, the opening day of this year is New Year's Day for teachers. Can we plan to eliminate waste in all our work, to be alert, to prepare carefully for each day's work, to be *thrifty* in our disposition of our pupils' time?

The Teaching of History

Can we say, without fear of contradiction, that the greatest tonic for any lesson is *interest*? If any subject on the curriculum has suffered for lack of this tonic, surely it is history. History could also make out a good case in court for damages for desertion, for neglect, perhaps even for assault and battery. How many pupils, how many students of your acquaintance will confess to a liking for history? Who of them will say it is his "favourite" subject? And should it not be everybody's pet subject? What can be more full of interest than the story of our own country or the story of the world?

Ask the man on the street what he knows about Alfred the Great. He tells you that is the chap who burnt the cakes. Ask him about Henry the Eighth. He remembers the matrimonial adventures of that much-married individual. Outside of these two our man-on-the-street will