

And so among boys and girls we find such sports as hide and seek, prisoner's base, duck on the rock, sheep-pen down, tops and marbles, ball, climbing, coasting, swinging, and swimming.

Many of these games involve the element of contest and competition, and the would be hero has an opportunity to try out his own powers, to show off his prowess, and afterwards to brag of his exploits. This is the fighting age among boys, and the fighting itself cannot be looked upon as an unmixed evil. The boy who has never taken part in a fight has missed one of nature's great opportunities for development. Along with this fighting instinct, the small boy of this age seems to have an unlimited capacity for mischief. But when these pranks and depredations are traced back to their source they are found in most cases to be signs of vigorous healthy growth. It is not deliberate wrong-doing that makes the eight-year-old bandit rifle his neighbor's garden, but rather the spirit of adventure, the desire to see how his irate neighbor will behave, and the longing to prove his own prowess and show off before his companions. The fact that there is a law which he must not break is in itself a very excellent reason for breaking it.

Fortunately, too, the spirit of investigation which sometimes leads the boy of this age into mischief proves a stimulus to more valuable

activities. This is the age when puzzles and conundrums must be solved, when tools must be tried out, when machinery must be examined, and when the properties of all sorts of materials must be tested. Things in themselves are a challenge, and at all costs the boy must see what he can do with them,—and as a result he himself must grow in mental stature and knowledge.

And what is true of a boy during these years is also in a milder degree true of a girl. When she gives up the make believe play with her dolls she enters into the tomboy age. And it is a good thing for every girl at this time of childhood to know the pleasures of being a tomboy.

For the teacher of a Primary class, whether of boys or girls, it is important to know something of these instincts so that in so far as possible she may adapt her lesson and her methods to the needs and interests of her pupils. In every Primary class there is a would be hero, an eager investigator, a "savage" with the instincts of a wild man of the woods, and at the same time an egoist who is confident of his own powers and eager to try them out against all comers. In the direction of instincts and interests such as these, neither dry facts nor fine-spun sentiments are of much avail.

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Providing for Juniors in a One Roomed School

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The teacher who faces the problem of providing for Juniors in a one roomed School is working against great odds, for no matter how ingenious she may be, she can never fully overcome all the difficulties she will meet. The only real solution to her problem is the securing of some seclusion, whether by the use of curtains or screens, or the finding of a quiet corner outside the main School-room, for the lesson teaching. As long as there is the faintest possibility of improvement, we should never be satisfied until we have done our utmost and secured our end. If we are content with poor conditions simply because we are not energetic enough to work for better ones, it is a sure sign that we have not the best interests of our pupils at heart.

As every teacher knows, children of all ages are more susceptible to distractions of sight than those of sound, and this is specially true of Juniors. As long as they can see what is going on about them, their teacher will find it difficult to secure their attention, but if they merely hear voices from other classes, the distraction is greatly lessened. For this rea-

son, curtains or screens are practically a necessity where Juniors must be taught in a room with other scholars.

If a corner of the room can be secured and curtained off, so much the better, for then the equipment that aids a teacher so wonderfully can be used and kept in a stationary place—small table, blackboard, maps, cabinet for missionary curios, honor roll, and the like. If, however, the class is obliged to meet in the centre of the room where there is no wall space, but where screens can be used for separation, the maps and posters may be pinned to them and a small lap blackboard used. A table about which the scholars may gather is a valuable addition, and in it may be kept the various class supplies.

When the other alternative is possible,—the withdrawing of the class to another room for the lesson period—this should always be done, for so much greater freedom is possible when voices do not have to be subdued to a whisper. In a separate room, the expressional activities which are so necessary to the proper development of Juniors may be carried on,—