

a strength or happiness to them all their lives. Think of your own teachers and of what they did for you, and in the truest gratitude pass on to the next generation the debt of honor you owe; or, if you have suffered from their misunderstanding or indifference, resolve that your own pupils shall never have a like reason to regret their relations with you.

Make your resolutions as definite as possible. If you are going to a new school, or a new class is coming up to your room, you will have to wait a few days before deciding where the hardest work is needed. But as soon as possible begin to drill for some one good habit, be it punctuality, neatness, attention, politeness, or whatever else strikes you as most important. And as for subjects, cultivate a special enthusiasm for one, and make that the strong point in your teaching. This will not mean that others will be neglected. Few are so gifted as to teach every lesson equally well, and it is right to make the best use of your own distinctive aptitude and interest. You want to be a good, conscientious, all round teacher, and you will not be hindered, but helped, by setting before you each term some one thing that you, personally, want to accomplish in these particular children. Do you want to open their eyes to the wonders of nature? Or their ears to the beauties of poetry? To help them to find ideals in the lives of great men? To get them to see the value of accuracy, or of faithful drudgery? To raise their standards of truth and honour? To help them to plan for their future? To teach them to read history intelligently? Or what other thing do you desire to do for them? Whatever it is, do not be satisfied with fleeting desires about it, but keep it constantly before you, and at the end of term ask yourself, "Have I done it, even in a small degree?"

You may be able also to add something to the equipment of the school; to start a school garden, a school library, a museum, to form a bird class, to join the correspondence branch of the league of the Empire. [This Branch has had a large increase of membership in Canada since the war began.] Resolve never to be satisfied with merely putting in the time. "Make your life more than a dash between two dates."

Plans for the opening day must differ so widely with different schools that only a few hints of

general application can be given. Have a written programme. You may not be able to carry out every detail, but it will keep you from wasting time and getting flurried. Have plenty of material ready for seat work, and a definite plan for taking names and ages of children. Be early; if possible, earlier than the first child to come. Give a little thought to your own dress and appearance, and make the schoolroom look as attractive as you can. If the children are new to you, watch them closely, but reserve your judgments, and let them seat themselves as they will at first, with the understanding that you will assign seats later.

Don't be discouraged if they appear to know nothing of what they learned last year. A good deal of knowledge will shine out after the rubbing of a few days of work. Don't try to introduce untried plans with unknown children. Keep to old grooves until teacher and children are acquainted. If you set one class to study while you are teaching another, give definite work to be done in a given time. For instance, if you want them to review certain lessons in geography or history, give each pupil an envelope on the outside of which is written directions what to do, while inside materials or questions are found. Thus, envelopes marked, "Assign events to the following dates," or, better, "Find in your history what event happened on each of these dates" would contain ten or more slips with a date on each. The answers may be written in complete sentences, or learned for recitation later. The location of towns, courses of rivers, chief towns of countries or provinces; the achievements of great men, particulars of battles, discoveries of explorers and many other topics may be set for study in this way. For composition work, if you want to review grammar, give a list of words, with directions to write sentences, using each word as a noun, a verb, or an adjective. Write two or three letters purporting to come from boys or girls in other countries. Hectograph these and give one in an envelope to each pupil to be answered. Set a short passage of prose or poetry to be memorized in a given time, in order to get an idea of the pupils' ability for memorizing.

Don't let all the work be review or preparation. Try to have each child go home having learned some new thing, if it be only to spell one new