

The one on the left is therefore divided into three parts to represent feet, that being the next denomination below yards.

If rulers with sufficient scales to mark the subdivisions of the left hand division be not obtainable, the method of exercise 7 may be adopted.

Personality of the Teacher.

Personality is what wise employers of teachers try and secure above all else. People with mean natures and small souls never ought to try to teach. Still, personality is greatly capable of cultivation. It is largely an affair of our own making. Five great schools of teachers tried to find a solution of this problem. They were the Epicurean, the Stoic, the Platonic, the Aristotelian and the Christian. Whoever follows the teachings of all these schools will become a popular and successful teacher, and anyone defective in a majority of them is unfit to teach.

The Epicurean idea was that one should get at all costs as many pleasures as possible. Teachers should have good food, no hurried meals, a comfortable room in which to be quiet. In the long run these are half the battle. Teachers should not deny themselves these. Restful quiet and good food are necessary. Next is needed wholesome exercise. The teacher shut up for five or six hours must have one or two hours under the open sky every school day, care free. The teacher should do a lot of outdoor things in vacation and the one who doesn't is falling away even from this low ideal.

The Stoic teaches one to keep the mind free from all worry and anxiety; the mental state makes the man. The teacher's troubles can be reduced by reducing the mental worries. The blunders once made should be left behind, not brooded over. There is no situation in which we can not be masters, is the Stoic's lesson. Every teacher must sometime learn it. The teacher's life is more full of general discouragements than any other profession, but the Stoic formula, faithfully applied in reasonable limits, will overcome them. Teachers should live in care-proof compartments.

Platonism bids us rise above this world. Platonists were not the most agreeable people to live with. Much that passes for Christian religion is simply Platonism in disguise. Still, it contains some truth that every teacher ought to know and sometimes apply. A teacher would hardly keep his poise without these Platonic resources, but moderation is necessary.

By the Aristotelian school man was to find his

end here and now on earth, not in heaven. Teaching is an extra hazardous profession as far as nervous energy is concerned. The teacher's problem is one of proportion—what to select, what to leave out. The essentials to the main end ought to be taken, the others left. The teacher must say no to calls good in themselves, but not for themselves. Amateur theatricals, church fairs, dancing and dinner parties, ought to be taken part in only in great moderation. One service Sunday is as much as one can well attend, and Sunday school teaching is the one thing that the conscientious public school teacher must rigidly refrain from. Physical health and vivacity of spirits must be maintained at all costs. Teachers should be sure what they do is best for them and then never mind what people say. Teachers should have their own individual ends in view.

The counsel of the greatest teacher remains. Christ says to the teachers to make the interest and aims of each pupil their own. Where the un-Christian teacher's work ends, the Christian teacher's work begins. Teacher and pupil are engaged in a common work. The attitude of the Christian teacher is, "Come, let's do this work together, I'm ready to help you and want you to help me." The un-Christian is not concerned with the home-life of the pupils, the Christian teacher knows his pupils and their homes. The successful teacher looks forward to the pupil's future. Teachers learn to see with pupils' eyes, share their work, rejoice in their success, be more sorry than they at their failures, lead them, never drive. Any teacher who can combine the five qualities I have mentioned will find teaching a pleasure and achieve success.—*Abstract of Address by President William DeWitt Hyde, in New York School Journal.*

There is probably no country in the world where nature has been more lavish in the stores of fertility provided in the soil, or where the land has greater capacity for the production of food for mankind than Canada. While the resources of the Dominion in its minerals, its forests and its fisheries are very great, it is in the soil that the greater wealth of the country lies. The immensity of the area of fertile land in Canada is very imperfectly understood, even by those who have travelled through the country, and but a very small proportion of the arable land has yet been brought under cultivation.—*Dr. Wm. Saunders—Report Experimental Farms of Canada.*

The old man said to the young man: "My son, I have had a great many hard times in my life, and most of them didn't happen."