

children are dismissed at four. During school hours his thought must be for his pupils, his chief task, then, being to cultivate their minds, and build up their characters. Out of school-hours he must devote much time to the planning and preparation of school-work. Some people seem to have strange ideas of what a teacher's work really is; they think he has but to select a portion of the knowledge he has stored away and present it to his pupils, to find it quickly seized and appropriated with relish. If they could only know all the trouble that must be taken to prepare the food, to make it palatable and digestible, and then, could they but note our anxiety on finding our pupils suffering from indigestion, and requiring disagreeable remedies, if they only knew, they might not so often exclaim, "O, I wish I were a teacher."

Not only must work be reviewed, results noted, and new plans laid, but much time must be spent in self-improvement, and in keeping posted on all the great questions of the day. This may be pleasant work but it is none the less a duty which must be performed, even though the close confinement of the day may sometimes render it irksome.

Then, too, the teacher must devote some time and thought to the affairs of the community. But you will say: "Women are not troubled with any such responsibilities." Well, perhaps, they are not called upon to preside at "water-works" meetings, attend political conventions, or manage Mechanics' Institutes; neither are they expected to practise football dilligently, or to spend hour after hour for months or years in trying on new aprons and bibs and "taking degrees" at Masonic lodges; but they are asked to perform duties quite as onerous to them.

However, the world's work is to be done, and the teacher must help to do it, and his share must be done carefully and thoughtfully, if he is to be of worth in the community.

Let me conclude in the words of Henry Ward Beecher:

"Take the lowest seat, and work your way up. Let a man be called up always. Do your work wherever you are, and do it so faithfully and so contentedly that men will want you one step higher, and will call you up. And, when you get there, do your work so thoroughly well and so contentedly that they will want you still higher. The more you do your work well, the more they will want you still higher and higher and higher. Be drawn up. Do not force yourself up. That leads to chicanery, to pretence, to mistakes, and even to temptations and crimes."

Beecher's words uphold our motto.

Go
Right
On
Working

and you will grow.

Who reads incessantly,
And to his reading brings not
A spirit and judgment equal or superior,
Uncertain and unsettled still remains;
Deep-versed in books, but shallow in himself.

—Milton.

Primary Department.

THE NEW TERM.

RHODA LEE.

A NEW YEAR always brings inspiration with it. January is the solemn witness of many earnest and well-meant resolutions, and the opening month of 1892 will be no exception to the rule. But as I write the old year has yet some days to live, and in consequence the inspiration is still, I am sorry to say, *expected*. As the year closes, however, we cannot prevent our thoughts roving back over the past weeks and months, and while realizing and acknowledging our numberless faults and failures we can still find much to please and satisfy. Brooding over past mistakes is both wicked and foolish but, nevertheless, growth demands some attention to them. Each year, as it comes, should see us one step, perhaps more than one, on our way to the ever-soaring ideal.

Pithy remarks do haunt one! An all-round blessing to the community are the people who make them. Not long ago I heard an educational man say a great many good things in the short space of five minutes, and, among his rich remarks was one to the effect that it was a "blessed thing that the young teacher while lacking the staff of experience had such all-powerful wings of enthusiasm to carry her over the rough places." And while time will bring her the experience, it is to be hoped nothing will rob her of the enthusiasm, for in case of this loss, teaching becomes a sad and pitiable thing. You studied an excellent map of the country during your Model and Normal school training, did you not, but what real knowledge of the land had you until, alone and unadvised, you set out upon the journey yourself? The chances are, that had you not been borne up by your ardent enthusiasm, you would have been hopelessly discouraged and disheartened by the rocks and pitfalls that seemed everywhere to meet you.

The opening day of school marks many beginnings of both teachers and children. The little toddlers with their big, wondering, half-frightened eyes, excite our interest, but our deeper sympathy is with the young teacher who enters this morning upon her first charge. Dignified and womanly as she is, there is yet an inward quaking as she turns the key and enters the still empty room, for she has purposely come early to be quite ready for her unknown pupils. However, we will follow her no further this morning than to note merely the bowed head on the desk that when raised looks so bright and strong, and we know that she has been asking for the wisdom, strength and love that will enable her to fulfill *all* her duties to the little folks soon to assemble.

A thorough self-inspection as we begin a new term is not amiss. There may be some primary teacher who considers she has sufficient patience, ample sympathy and all the love required for the wisest training of the children in her care, but I doubt it. No, we must realize how imperfectly the best of us have learned the lesson of losing "Self" and gaining "Love"—pure, unselfish love of all. Resuming our work then let us do

so with the strengthened determination to live more earnestly the lessons of the great Teacher and so to do both planting and training wisely and well.

Before closing let me say a word or two as to preparation of materials for the new term. We need not expect school boards to provide us junior teachers with the expensive apparatus some would like, neither can we go to any extravagances ourselves, but there are many inexpensive, and at the same time, invaluable materials that can be obtained with very little outlay. Shoe-pegs, slats, beans, pictures and business cards are among these. An idea that came to my notice recently was to have boxes of letters out of which to make words and even stories. This is an extremely good and interesting kind of "busy-work." Boxes of numbers may be arranged and used in the same way. Add to your stock of printed stories and appropriate all the children's magazines and Sunday school papers you can find. Store up some new gymnastics for expression, plan new calisthenic exercises, and Delsarte practises, new methods, new work and fresh material will bring new life into your little community and go far towards insuring a good and a useful year.

ARTICULATION.

THE *Voice* gives the following good exercises for articulation:

Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts,
And still insists he see the ghosts.

"Of all the saws I ever saw, I never saw a saw saw as this saw saws."

When a twister, a-twisting, would twist him a twist,
For twisting a twist, three twists will he twist,
But if one of the twists untwists from the twists,
The twist thus untwisting untwisteth the twist.

"Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round?"

"Theophilus Thistle, the successful thistle-sifter, in sifting a sievelful of unsifted thistles, thrust three thousand thistles through the thick of his thumb. If, then, Theophilus Thistle, the successful thistle-sifter, in sifting a sievelful of unsifted thistles, thrust three thousand thistles through the thick of his thumb, see that thou, in sifting a sievelful of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb."

I saw Esau kissing Kate;
The fact is, we all three saw;
For I saw Esau, he saw me,
And she saw I saw Esau.

WE are again asked by school officials and teachers to furnish a good recipe for making blackboard surface. The following is reliable and cheap:— $\frac{1}{4}$ lb. lamp black, 2 lbs. flour of emery, $\frac{1}{4}$ pint Japan dryer, $\frac{1}{2}$ pint boiled linseed oil, 2 $\frac{1}{2}$ quarts turpentine. This will make 1 gallon of blackboard paint, and will cover a space three feet wide and fifty three feet long, or half way around a good sized room. The cost of the material is about \$1.—*National Educator*.