

speaker who extolled the profession of teaching (and he was a boy) summed up the whole case for Hampton in these suggestive words :—

"A teacher is not some one who goes into a class room and teaches what is in books. No; a Hampton student who is a teacher is one who, going into a class-room without desks, will make for herself* something to serve her as desks until she can get something better. She will show her children how to keep a clean room, and will teach them to be prompt at school, as well as to read and write. You will find her teaching her children to obey the laws of the land. With her model garden and simple nature lessons she is training up a generation of young farmers. Take the best preacher that has ever been produced, and can he do this community the good that this teacher can, who knows the people? The teacher is the foundation of the preacher himself."

After contrasting the usefulness of the teacher with that of the lawyer, much to the latter's disadvantage, the speaker proceeded: "Show him (the schoolboy) how to play instead of fight, and when he gets to be a man he needs no lawyer to convict him! To whom does the statesman owe his ability to use his language? Teaching is at the foundation of every thing that requires any intelligence!"

The foregoing outline of the Hampton methods, and the illustrations which put them in concrete form, may suggest to our Canadian teachers and school boards some improvements in present methods.

I trust that what I have written may lead to the introduction of at least some of the Hampton methods, as well as those of the Public Industrial Art School, to the great advantage of our young people, and, through them, of our common country.—T.B.

* Note that all Hampton students expect females to be adept in the use of tools!

