

excellent homes where, having their own way very largely, they would arise too late in the morning to reach school in time if they stopped for their breakfast, so they would usually come without it. The consequence was that before the morning session was half over these children were irritable, and were unable to give close, intelligent attention to the work that was being done. Of course the remedy in such cases is to inform the parents that the child will be sent home every morning when he comes without breakfast, provided the teacher can get enough authority in her hands to take this step.

The most serious situation of all is found in those homes where there is inability to provide the proper kind of food. In the homes of working people the children must usually eat the things that are prepared for adults, and such food is not generally adapted to nourish the brain of growing children working hard in the school-room. It should be remembered that school-children are using up a vast deal of nervous energy. The continual mastering of new thoughts, together with all the trying emotions that usually centre round this work in most school-rooms, cannot but be a great drain upon the vital forces. This expenditure of energy must be provided for by an abundance of the right kind of food, which, it must be said, does not consist to any appreciable extent of starchy foods, fried fat pork or things of that kind. In many homes children live quite largely upon potatoes, white bread, and perhaps pan-cakes and sweetmeats with tea and coffee added in some cases. It will be a remarkable child living upon this diet who can be vigorous in the work of the school.

Every teacher ought to secure the report made by Professor Atwood, of Amherst, upon the nutritive values of different varieties of foods, and pub-

lished by the Department of Agriculture at Washington. Professor Atwood's experiments have been conducted with the greatest care, and his results will be astonishing to most people who believe that it makes little difference what one eats, or who do not appreciate that a brain worker needs different food from one employed out of doors at manual labor all the time.

THE VITAL QUESTION.

But suppose a teacher finds that a pupil is not receiving an adequate amount of proper food what can she do about it? If the cause lies in indifferent or careless arrangements at home, she certainly ought to be of influence in setting things aright there, but it is not so easy to rectify matters in the homes of the poor; still even here something may be done by a teacher who can gain the confidence of parents in instructing them concerning the nutritious qualities of different foods, and what ones are specially suitable for young children in school. Professor Atwood's researches show that poor people do not expend their money for food in the most judicious manner. They pay high prices for articles that have comparatively little value, whereas some much less expensive would be found far more nutritious. The teacher is the best person to thus instruct the people, although I appreciate fully the difficulty of the problem. I know, however, that it can be and is being done by teachers who have the right qualities of mind and heart for such work.

SOME EXAMPLES OF FATIGUE.

I do not feel that all teachers can undertake such tasks but surely some can if they appreciate the necessity for it. But even if the teacher cannot change conditions at all, she will at least come to understand her pupils better and will have far more sym-