

To Young Teachers.

Many teachers make mistakes which a little thoughtfulness and common sense would lead them to avoid. Is it not possible to cultivate common sense which is said to be the knack of seeing things as they are and doing things as they ought to be done? It is one of the greatest helps of a good teacher.

It shows a lack of common sense to make arbitrary rules, without thinking whether they can be enforced, or whether their enforcement would not be a hardship to the school and the community. Common sense leads a teacher to avoid difficulties with children and their parents; to avoid inflicting a punishment and then compromising herself by withdrawing it; to distinguish between boyish thoughtlessness or giddiness and open rebellion.

A real desire to help boys and girls and improve the life of the community will guide the young teacher in all her methods, and enable her to give the best that is in her to uplift them. To do this she must have that order in the school which means the opportunity for doing the most effective work. She must have her work so planned that she will not lose her head. Composure counts much for her. A nervous teacher makes a nervous school. Good health, good hours, plenty of refreshing sleep, the cultivation of a calm exterior are the best antidotes against nervousness.

When a teacher is heard to declare she has the poorest or the worst school in the world, it follows that she is a poor teacher. One of the greatest misfortunes that can happen to a child is to be shut up for six hours a day with a sour, fault-finding teacher. But fortunately there are few of these. The charm of nearly every young teacher is that he or she is healthy, buoyant, hopeful and has sympathy with children.

Teachers should keep their knowledge fresh by study, and seek to make that knowledge interesting to the child by the most simple illustrations. Then the scholars will look forward eagerly to every recitation. The discipline in such a school will take care of itself. Some of the best illustrations will come to a teacher in her roadside walks among trees, flowers and birds, or when the crisp air of autumn or winter brings a glow to the cheek and brightness to the eye.

A pleasing voice, freshness and vivacity will work wonders in any school. Neat and attractive

attire, an engaging personality, a natural manner—all these have a charm for children. The wise teacher will do her utmost to cultivate them.

Are There Too Many Subjects?

There are teachers who complain that there are too many subjects in the course of instruction in our schools. But the experience of our best teachers points out that certain useful subjects can be so correlated or connected with those already on the curriculum as to produce the best results and which may encourage others to make use of the opportunities presented to them by their daily observation and study.

There is the subject of domestic science, which is not taught in rural schools, where it is most needed, partly because the parents object on the ground that the mothers can teach their daughters how to cook, and because the equipment is too expensive. But hundreds of mothers have not the time nor the domestic science spirit, and besides have not themselves received the instruction. As to the equipment, the simpler and less expensive it is the better, provided that the children themselves and their parents are sufficiently interested to provide it. Boys can make a cupboard, the girls a curtain to hang before it. A few utensils may be procured from the homes. Each child brings a plate, cup, knife, fork, spoon and napkin, and the equipment is complete. Materials may be brought from homes and a mid-day lunch prepared, and all can be done before school begins or at noon, without encroaching on the regular hours of school work. Further, habits of neatness and order and lessons in table manners may be taught. We hear some teachers say "I will try it." Others see the difficulties and will not try. But what are we here for if it is not to overcome difficulties. And teachers have more ingenuity and perseverance than most people.

But domestic science does not mean cooking alone. It includes economy in living, decoration of the home and school, care of the sick, care of children, prevention of disease, general cleanliness and sanitation, a study of chemistry as applied to the preparation of food, the study of foods as to choice, care and value in regard to limited incomes, the manner of serving, and digestion. What a chance there is here for correlation in increasing the value of the health lessons, physiology, nature-