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TRAINING FOR LIFE'S WORK

A Series of Short Talks on How Best to Prepare in School For Specific Occupations

Teaching

By E. A. Hardy, O.B.E., B.A., D. Paed.
Teaching is one of the fine arts. The perfect teacher is as great an artist as the perfect painter or architect or musician. Like the other artists he touches the human soul with power and stamps his personality on all with whom he has to do.

Don't be frightened at this idealistic picture of the teacher, for the everyday teacher is like the everyday artist or preacher or carpenter or engineer or housekeeper; he is doing his day's work as best he can, subject to the limitations of his own personality and of the circumstances in which he is placed. He will grow, year by year, in skill and effectiveness, if he has, first, a right conception of his calling, second, a good working knowledge of the means by which he can improve himself, and, third, a will power strong enough to compel him to utilize these means of growth.

Let me talk directly to you who are planning to be teachers. You are now in high school and your face is toward the future. You are in your teens and life is the great adventure beckoning you to dreams and deeds, to thrills and triumphs, even though routine and struggle and disappointments pave the way.

What can you do in your four or five years in high school to prepare yourself for the responsible position of the teacher? As you know, you must have your Upper School standing to enter the profession in Ontario and that means at least four years at high school. A four years' course is distinctly inferior to a five-years' course, for that fifth year is cumulative in its effect and often is worth as much as any two previous years.

Health the Foundation Stone
The foundation stone is your health. The modern high school is planned to benefit you physically as well as mentally and spiritually. Cultivate sound health. Avoid fads in food and clothing and habits. See your physician, as well as your dentist frequently to detect and correct any faults. Eat well, sleep well, play well and build up a sound body with well controlled nerves. You will need every ounce of your vigor in your work as teacher. A teacher with nerves is usually a cranky teacher. Faulty teeth, faulty digestion, faulty anything in your health handicaps you. Sound health gives you vigor, poise, buoyancy, self-control—and the teacher needs them all.

Knowledge

A well-stored mind is your next requisite. Get up your school work, day by day, with thoroughness and accuracy. Avoid the grand-stand play of those "smart" students who loaf through the terms and make, or try to make, their year by a spurge at the end. "Know your stuff" is the modern slang for a great truth. Clear up every difficulty in grammar or algebra or chemistry or Latin or literature, as you come to it. Don't hesitate to question the teacher—even if you are betraying your ignorance. Ask him for special help, if you can't work out your difficulty any other way. Get a tutor, if necessary, for a few lessons. But know your work, day by day, and at the end of your high school course you will have a stock of knowledge to "bank on" all through your teaching experience. Add reading and hobbies, e.g., photography or stamp collecting, or study of plants and birds, and you will be richly repaid.

Sociability and Sportsmanship
To health and knowledge I should

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add sociability. Your school language would put it: "Be a good mixer." I have seen so many teachers in training handicapped as they stood before a class, because they had neglected their opportunities in high school. They were shy and found it hard to make friends. They were frightened at oral composition. They took little or no part in the school societies. They had hardly ever heard their own voices in public, and now it is an ordeal to face a class. The teacher loses a great deal who is not socially-minded, who dislikes meeting new people. A recluse should choose some other profession.

Closely akin to this quality is that of good sportsmanship. The teacher must "play fair." He must know how to "take his bumps" in good temper. Some days everything will seem to go wrong. Not a student knows anything the weather is vile; the room is suffocating; his nerves are on edge. What is going to save the situation? Well, what does the rugby player do when half a ton of wriggling humanity is piled on top of him, when his ribs seem cracking and his breath is gone, and the referee rules out the play? Simply grin and bears it. He is a good sport. So must you be in the classroom; play no favorites; do your best; play the game; and you'll win out. But you can't be a good sport all at once. You must learn it by your daily experiences in your school life.

Patience and Humor

Two more cognate qualities, patience and humor. Have you ever said—or heard a student say—"Aw, heck, but I hate this algebra! What is the stuff anyway? Why don't they give us something that's some good? I'm not going to waste any more time on this stuff." That's quite natural, but its plain stupid. Every subject on the curriculum has its special values. Algebra and geometry, for example, are of the highest value in training you to think in terms of absolute truth, to think in the abstract, and to reason accurately. If you fail to get that training, you have lost something of real service to you. Stick to every subject, work it out patiently, and you will show the result in our power of patience in your work as teacher. An impatient teacher cannot do his best work. As to a sense of humor—that is priceless. Cultivate your sense of humor. It will help you in many difficult or threatening situations, as you stand before your class. A good laugh, i.e., a good humored laugh, chases away the storm and all is bright. But avoid sarcasm, ill-natured sarcasm, like poison. It is deadly.

The Greatest Quality

I have left the greatest quality of the teacher till the last. Character, integrity, dependability, whatever you call it, is supreme. Your pupils must respect you, must trust you. If your word isn't as good as your bond, your place is not in the class room. Don't you see what that means to you now? It means this, that every day you must do your best, in the subjects you like, and in those you don't like, in the class room and on the playing field, in your private study and in the school society. Your five years in the high school will almost certainly fix your character as trustworthy and dependable, or wavering and unreliable. Your success as a teacher of influence and authority will be graded, not so much by the inspector, as by your character.

APPLES GIVE OPPORTUNITY FOR WIDE VARIETY IN PREPARING DESSERTS

(By Harriet Cooke)

"What's the dessert?" Often children, and even grownups, govern their appetites for the first of the meal by the reply to this question, for as delicious as the first part of any meal may be, interest is high for dessert. So today we're suggesting several simple desserts suitable for the average dinner.

Most of our menus do have dessert recipes along with them but to take care of alternative choices, and a reader's request, they're coming in bounteous supply today.

Tapioca desserts are very versatile and by substitution or additions, one recipe may do for many occasions, you'll find. So here is the first suggestion:

Baked Apple Tapioca

3 cups water
2 tablespoons lemon juice
3 tart apples, peeled and sliced
½ cup quick cooking tapioca
1 teaspoon salt
1 cup brown sugar, firmly packed
3 tablespoons melted butter.
Combine water and lemon juice. Pour over apples in buttered shallow baking dish. Cover and bake in moderate oven for 15 minutes or until the apples are partially cooked. Mix tapioca, three-quarters of the sugar and the salt. Sprinkle over apples, mixing thoroughly. Add melted butter and continue baking for ten minutes. Stir well, sprinkle remaining sugar over apple mixture and bake for five minutes longer. Serve hot or cold, with cream.

Here's a simple suggestion that has apple sauce as its foundation.

Apple Compote

Use well chilled apple sauce. Place in stemmed serving glasses and over the top place a little rich grape juice. Top with whipped cream and sprinkle with chopped nuts.

You may also have a very delicious pudding with either apple sauce or cooked apricots. We'll call it:

Apple Sauce Pudding

3 cups apple sauce
¾ cup brown sugar
4 tablespoons butter
Rich pastry
Cream

Put apple sauce into pan and sprinkle with sugar and butter mixed well together. Roll pastry to usual thickness then cut to size of pan and decorate. Place over apple sauce and sugar and bake in a hot oven for about 30 minutes or until crust is thoroughly baked. Cook slightly and serve with plain cream.

Any plain cake makes a good foundation for a pudding. The cakes should be hot and served with just plain butter, chocolate or fruit sauce or with just whipped cream. Here is an interesting suggestion:

Cup Cake Pudding

Remove plain cup cakes from pans and set on serving dishes. On top of each cake, place a small piece of plain milk chocolate. When ready to serve top with whipped cream and serve.

That's always a grand surprise, for the chocolate gets very soft yet is concealed by the cream.

One more which is always a favorite.

Bread-Putter Pudding

3 or 4 slices day old bread
Butter
2 eggs
Sprinkle of salt
¼ cup sugar
2 cups scalded milk
¾ teaspoon vanilla
Spread bread with soft butter and cut in strips. Arrange in buttered baking dish. Mix eggs, sugar, salt and vanilla. Add milk and stir until the sugar is dissolved. Strain over bread and let stand for one hour. Place in a pan of hot water and bake in a slow oven until custard mixture is firm. Remove from water immediately, cool and serve with plain cream or rich milk.

But desserts really are simple affairs.

fairs and one foundation may lead to so many varieties.

Tomorrow's Dinner
Fried Beef Patties
Fried Apples and Onions
Mashed Potatoes
Carrot and Cress Salad
Cup Custards
Tea

You'll hardly need directions for the steak patties since in most homes they are very popular. But be sure when you make them that you use salt and pepper generously then fry the meat in plenty of melted fat.

You're sure to like this vegetable combination and you'll want plenty of it.

Fried Apple-Onion
1 quart sliced onions
2 cups sliced peeled apples
Salt and pepper.
Butter
Half cup water
Place onions in frying pan and add the water. Cover and bring to the boil. Remove cover and continue to cook for about five minutes then add apples and about four tablespoons fat. Sprinkle with pepper and salt and continue to fry until onions are tender. Serve hot with parsley garnish.

Chocolate Sauce
2 ounces chocolate
1 cup sugar
1½ cups water
1½ tablespoons cornstarch
½ teaspoon vanilla
Sprinkle of salt
½ cup chopped nuts.

Melt chocolate and add a little of the sugar. Mix thoroughly and add more sugar, continuing to mix. Add remaining sugar, cornstarch, salt and water. Cook over slow fire until mixture thickens and boils. Remove from fire. Cover and cool. Add vanilla and nuts.

MOLLUSKS HARNESSED FOR PEARL PRODUCTION

NEW YORK, Nov. 23—Ever since the first aborigine cracked open the first shellfish with a stone and found embedded in its flesh a bright, lustrous ball which he prized as an ornament, man has been trying to speed up or improve on nature's method of producing pearls, says Popular Mechanics.

And as is usually the case when man keeps everlastingly at a problem, he has finally found the solution and today possesses the knowledge necessary to harness the mollusk to the business of producing the queen gem "by hand." Working in the Scripps Institution of Oceanography at La Jolla, Cal., La Place Bostwick, who has spent years in patient research and experiment, has succeeded in growing perfect pearls in colors in California's beautiful abalones. Some of the gems are in blue tints, some are blue-black and in a few flamelike flashes of red appear.

Previously Mr. Bostwick has produced ball and egg-shaped fresh water pearls in white and in colors, some of them ten grains in weight, ball and egg-shaped conch pearls and "attached" pearls up to 40 grains in weight, but his experiments with abalones may point the way to a brand new industry, particularly along the Pacific coast where "pearl farming" in the future may develop into a commercial enterprise comparable to that in Japan where small white sphere pearls have been grown for years in margarita shells, or "pearl oysters."

It is well for pearl lovers that man has solved the problem of producing the gems because no new pearl fisheries of consequence have been found in the last 50 years and the known sources have been so depleted that large, fine pearls today are about as scarce as Stradivarius violins.

Nature, it seemed, even in prehistoric times never produced enough pearls to satisfy the demand for them. More than a peck of large gems was found in one of the earthworks of the early Mound Builders and yet there is evidence that even these prehistoric people tried to grow pearls despite the fact that lakes and rivers at that time must have been paved with shells offering a seemingly inexhaustible supply. Fine pearls have been taken from many of the ancient Egyptian tombs and the earliest literature speaks of them.

When white men came to America they bartered with the Indians for pearls for a long time before they realized that the Indians were getting them out of nearby lakes and streams. While many pearl hunters searched these waters for fine specimens, it was not until the coming of the mother-of-pearl button business that it was realized that a fortune in pearls lay hidden in our inland waters. Button factories were established and "shelling camps" dotted the shores of streams throughout the Mississippi drainage system.

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