

in writing or drawing done on loose paper and hung in room. Have neat work exhibited in another room. Have children care for blackboard. Spelling mistake, diagrams in history, maps for class use, etc. Remarking on the conditions of boards.

Lastly, neatness of surroundings.

**Desks.** Have the desks inspected frequently by pupils, allowing only those with neat desks to be inspectors.

**Floor space around their desks.** Have each child inspect the space around his seat for waste paper, etc., then have a monitor take around the basket previous to dismissal for intermission.

**Room.** Give each child the idea that his aid is necessary in keeping the room tidy. Have monitors. Always try to teach this motto, "A place for everything, and everything in its place." Encourage the children to spread their neatness over the community. Have them gather any stray paper that may be flying in the street, and in no case scatter any. Neatness in the school yard is very necessary.

So much for securing neatness. How about retaining it? Never be in such a hurry for work and results that any kind of work will do. Take plenty of time for neatness. How many teachers go into a room at the beginning of a term, and in the rush of getting your classes made up, and everything running smoothly, you forget about neatness. After a couple or three weeks you have everything arranged. In the meantime the child has read you as you appear, in too much haste to care for neat, tidy work. Any kind of work has been accepted, so he thinks you are not particular, and he certainly will not be. In your breathing space you are wondering why children are permitted to do such untidy work, picturing in your mind your predecessor. Ask yourself "Who is guilty?" Do not give the child the impression that neatness is a secondary consideration. It is the first.

Accuracy is another important factor in the make up of useful members of society. What is the value of work if not accurately done? Why do we hear

business men of today condemning the schools? Simply because we find boys and girls going into offices and responsible positions, who have not been taught to do neat and accurate work, and it is out of the question to trust them with a set of books, or a position of trust where accurate accounts must be kept.

In the senior classes we frequently find children spending hours at a simple problem when they understand the solution, their stumbling block being inaccuracy in some simple operation which should have been mastered in grades II. and III. While this is more noticeable in arithmetic, it is equally true in all subjects. A child must learn that no writing lesson that has one mark left out, one letter badly made, or a figure incorrect, will not be accepted. A reading lesson is not prepared if one word is unknown. Teach the child to observe accurately, that he may be the better able to express himself accurately.

I have found it a very good plan when the children are learning formal addition, subtraction, multiplication and division to have the children prove their answers. They know if their answer is correct and will work at it until it is correct—thus accuracy becomes a habit.

Too much cannot be said on the value of handwork and busy work, as agents to promote neatness and accuracy. For example, a child is shown a basket well made. He desires to reproduce the model. He knows that only by being neat and accurate can he hope to do this. Every form of handwork is a double aid to the child, first in overcoming any clumsiness of his fingers; second in securing neat, accurate work.

Lastly, we have accuracy of speech. Have the children answer in full sentences, and avoid the absurd answer resulting from short, choppy answering. Do not permit the child to say, "I think," rather, "I know"; and encourage oral composition, debating and story-telling, even in the junior grades.

In conclusion, I would ask that you treat this paper, not as a hard and fast