

## THE TIME TABLE.

(By E. J. Sigurdson, Arborg)

It is absolutely necessary for every teacher to plan out a time table for her grades, as it is an economy of time as well as makes the child accustomed to work systematically. There is no hesitation on behalf of the teacher as to what subject to give her classes next, for they know this already and usually the brighter scholars start preparing it without being told while they are waiting for the less active ones to complete their seat work. Thus not a minute need be wasted as when they have prepared every lesson of the day they can do a part of their homework.

The first then is to commence by finding out the number of grades in the room, and then to read carefully the programme of studies "to size up all the subjects." Make a list of the subjects that all the classes may be grouped for, i.e., Grades V. to X. may take music, drawing, writing or physical drill together. It is well to group Grades V. and VI. in Geography, History and Composition. Many subjects are common in Grades VII. and VIII.; also IX. and X.

Next is to select the most important subjects, such as Arithmetic, History, Geography and Grammar and decide how often a week each must be studied. Arithmetic is a difficult subject and should be taken every day, the same with History, whereas Grammar may be studied three times a week.

The greatest difficulty is to divide the teacher's time or number of minutes in a week so that she shall have time to hear the recitation of all the classes and not give too much time for some lessons and then have little or none for others. Fifteen minutes is the longest recitation period I have been able to give even to the most important subject without neglecting other grades. We have been taking Agriculture in Grades VII. and VIII. in the fall, but when that subject has been studied to substitute music or something else during the winter months. Then review it in the spring.

Heavy subjects, i.e., Arithmetic, should come early in the day. Writing should never be given just following exercise, for pupils' nerves are unsteady. Physical drill may be

employed to advantage when pupils are mentally fatigued, often at 10.30 or 3.30.

When a teacher has occupied every minute of her time during the week and included all the subjects she intends to have studied for the first part of the term, she is ready to study the order of recitation periods for each class. The aim must be not to keep any one grade too long without oral recitation and yet give each grade enough time to review its lessons. Grades V. and VI. need 20 to 30 minutes to prepare a reading lesson; spelling 15 minutes; while seat work in History in these grades is more important after a recitation, as the subject is often vague to class until it has been explained. Then review by giving written work. The grades above VI. are so far advanced that they have learned to pick out the important facts and may be given written work in subjects before oral work.

For variety, pupils may be sent to the board, for they like it, to solve difficult problems in arithmetic, after they have been explained to them; or to draw maps based on geography or history lesson. This is easily corrected.

No-one can plan a workable time table in a day. It may take two or three weeks to arrange recitation periods to suit all the grades and not give too much seat work to any one class.

A time table should be placed where pupils can see it if they wish. I always mark oral work with red ink, but seat work with black. Then pupils know exactly what time of day and what day to expect each subject. This avoids confusion and gives pupils an opportunity to prepare lessons at home. There is never an occasion to say, "I did not know you were going to take this subject to-day, so I did not read it over."

It must be kept in mind that conditions vary in different schools, so that what suits one school does not necessarily suit another. Hence it is impossible to construct a time table that can adapt itself absolutely to all classes. Thus each teacher must make her own time table.

## WINTER SPORTS

(By Miss Ella M. Wood, Arborg P.O., Man.)

Winter sports may be divided into two classes, indoor and outdoor. As everyone is fully aware there are days in winter when the weather is excessively cold and stormy, making it impossible for the children to play outside; we, therefore, have to devise means for indoor amusements.

In the rural school the teacher is very often handicapped by not having the sufficient room that may be found in the city or

village schools, and thus very often has to rely on her native ingenuity coupled with a cramped room filled with desks.

We have a number of quiet games, such as Ring Toss, Up Jenkins, Naughts and Crosses, Hands Up, School, Hot Potatoes, Button who's got the button, Pin the tail on the donkey, and Tip tap toe, which are suitable, if another room close at hand happens to be in session while you are playing; but I find