

every case has to be decided according to its merits. In this case, the teacher will judge according to various details, whether she should first give a hard lesson or one that is easy.

However the first few days of school may be spent, a definite plan of work should be mapped out. The whole work for the year must be before the teacher, and she should judge, as nearly as may be, how much time she can afford to spend upon each subject, how she can combine two or more subjects so that the time given to one may aid in the presentation of the other, and how she may correlate subjects so that she may teach double matter in unit time. In the present congested condition of our public-school curriculum, it is absolutely necessary, if good work is to be done, to telescope one study within another. With the year's work before her, the teacher should plan out her course for the term. Although a person with teaching genius may be able to work moderately well without a plan, an ordinary teacher needs the assistance of a definite schedule of studies; and genius itself may be helped by method.

After the yearly course has been drawn up, a daily programme of studies should be decided upon. The first thing to do in the morning is to link this present day with the days that have gone before; to form a connection between the outdoor activities of yesterday and the school activities of to-day. The Bible reading and the singing of good, strong music answers this purpose admirably. As in most schools the Bible, if allowed at all, must be read "without note or comment," the selection of passages where beauty of expression is coupled with nobility of sentiment is necessary, and the selection of songs embodying the same ideas is of value. The disorder which was noticeably present in a certain school was traced to the morning songs, which were beautiful, though weak, extracts from a popular opera. A change in the morning music wrought a change in the character of the school.

The morning exercises are followed by the serious business of the day. First should come those exercises which make a heavy draught upon the energies of the mind; following these, less severe studies; and just before the close of the morning session, a relaxation in the difficulty of the work would be advisable. When the children come back from their long noon recess, they have recuperated,