

earnest, ingenious teacher will evolve some plan whereby the work will be done successfully, just as he has evolved plans to overcome difficulties that have arisen in connection with other subjects.

All that can be done in a Manual of this kind is to make some suggestions which the teacher may use as a working basis to formulate a plan whereby muscular-movement writing may be given a chance to show that it is able, even in a rural school, to develop in the pupils a style of writing that is easy to write and easy to read.

The main factor to be considered is that of *time*. The number of classes and the number of pupils in the classes usually is dependent upon the number of pupils attending the school. To the small rural school the question presents no real obstacle; but to the large school with its many and large classes it presents a more complicated problem.

The chief difficulty arises in the first year after the adoption of muscular-movement writing. The problem is how to get time to teach all the pupils the essential steps, when there are so many classes to teach. However, this part of the work is almost the same for all, from the youngest to the oldest; and the instructions regarding posture, pen-holding, and movement may be taught simultaneously to all the pupils. Or, preferably, two divisions may be formed of the classes, and each division may be instructed separately. The first division should comprise the Primary, First, and Second Classes, and the second division the remaining classes in the school.

When teaching the junior group, endeavour to arrange it so that when one class is at the board, the other classes are practising at the desk. A copy should be written on the board for each class. The teacher must watch for defects in posture, movement, and pen-holding. In the