

One can give quick work in formal addition, subtraction, multiplication and division alternated with mental arithmetic. This only takes from ten to fifteen minutes and is a splendid prelude to book arithmetic. Less time can be given to this subject in the winter than summer on account of the school day commencing at 9.30.

With grades I., II., III. and IV. there will be no difficulty in getting all the subjects in. The only alternations I make are quick arithmetic with drawing and geography with composition. Every lesson must be a language lesson, but one can give special language lessons to grades I. and II. on Tuesdays and Thursdays and to grades III. and IV. on Monday, Wednesday and Friday afternoon. This gives a splendid opportunity to work in manners and morals, Nature study and verses of songs.

Many valuable lessons in manners and morals can be taught through the medium of stories, and I believe the Story should have its place on every time table. Directly after nine o'clock is an excellent time, or at one o'clock immediately after the roll call. In these five to ten minutes you will have a group of eager, intensely interested little faces before you and the lessons learned will not be quickly forgotten.

Physical training must also be given its due place. What a splendid thing it is to be able to throw open the windows and have from three to five minutes of hearty physical exertion; then

settle back to work again refreshed and strengthened. The best period is in the afternoon between one o'clock and recess. Even with a few minutes sacrifice of some other subject, physical training could be well taken several times a day—the teacher using her own judgment as to the time. Class exercises requiring steady nerves such as writing and drawing should not follow.

Lessons in handwork of all kinds can be given as a Friday afternoon exercise. This provides an opportunity for applying the doctrine of substitution through the week and proves to be a valuable incentive to good and quick work. Children look forward to this all week and love to put what they have learned in practise.

We cannot expect to make a school time table in a night. It will often take several weeks of careful thought; but once made, we should adhere to it as much as possible. If we do so we will form the habit of adjusting our work to fit the period for which it was intended. We will be able to designate at once the point at which the work is varied and we will not be so liable to lengthen our favorite periods.

Just as Nature in all things follows a thorough and systematic order, we, as teachers, must realize that our work will reach a higher plane if we, too, will follow a systematic order through the medium of the school time table.

TEACHING THE HABITS OF NEATNESS AND ACCURACY

H. Koester.

While not an outstanding feature on the program of studies, this subject is the base of all good work. Every teacher realizes that this subject has the greatest scope for individuality, and through this medium every teacher can leave her impression on the child, whether for good, or otherwise, and we all know the kind of impression we like to leave.

Only those whose work has been carefully guided and supervised along these

lines can hope to become useful members of society. I feel that there is very little that I can say that will be of much benefit, but I hope that in the discussion which follows, we shall all learn something very helpful.

How to teach the habits of neatness and accuracy is a very comprehensive subject, and a very important one, every teacher realizes. It must begin the first day a child enters school and continue until the last day. It includes