

come. A habit will then be formed which shall form part of the pupil's character. These routine factors should not be allowed to become the crisis of effective teaching. It is merely an appendage to allow instruction to be given.

From my own experience I find the following factors must be reduced to routine:—

1. Have the children line up in front of the school so that they will pass in quietly and orderly.

2. Train the pupils to sharpen their pencils at recess and noon.

3. Appoint pupils in each of the higher grades to collect scribbles for correction and distribute scribbles for the week.

4. Train the pupils not to disturb your classes by the raising of hands to ask questions. Quicker and better work will be done if you answer questions between classes. This is a very important point.

5. Always assign the next lesson at the close of the last. This saves time.

6. Do not perplex your younger grades by putting work on the black-board in different places. Let grades I., II. and III. know where their arithmetic is by always putting it in the same place. Likewise with their other subjects.

7. Teach your pupils positions so that you can have the attention of your whole class by a word or two.

These are a few of the ways we can save time. We will then be in a position to work out a daily program in which every minute of the day will be well employed.

We first get the total number of teaching minutes for each day. Then subtract from that the time devoted to recesses, noon intermissions, and general exercises. You will then have the number of minutes available for actual school work.

You must then consider the number of grades and the number of pupils in each grade, giving most time to the larger classes. When you have the time allotted to each grade you must

then divide that time among the subjects in each grade.

Another point to consider is how you can group your respective grades so as to lesson your classes in certain subjects.

I group grades I. and II. for language lessons; grades III. and IV. for composition, writing and drawing; grades V. and VI. for composition, writing, drawing, agriculture and mental arithmetic. I believe grades VII. and VIII. could be grouped in most all their subjects.

The next difficulty to solve is how to get all the subjects in.

This can only be done by the alternation of the subjects. First of all we will consider grade VIII. They have thirteen subjects which must be given their place on the time table. By alternating arithmetic with bookkeeping—grammar with agriculture—and literature with composition, one will have reduced six subjects to three, and these can be taken up before the noon hour of each day. Then for the afternoon work, one can alternate geography with geometry—Canadian history with English history and writing with drawing, making three subjects for this period. Spelling and mental arithmetic should be taken daily. The time given to each one of these subjects will vary with different classes.

With my grade VI. class, I alternate Canadian history with geography, English history with composition and writing with drawing. These subjects with spelling can be taken up in the afternoon session. In the morning I take arithmetic daily and grammar three times a week. Then in the same period on Tuesday I take agriculture, and on Thursday hygiene. This only gives one period a week for each of these subjects, but one can cover the work in that time. I also take literature and reading before noon.

With grade V. I follow very much the same order except that I alternate English history with geography and hygiene with composition.

In these higher grades, arithmetic seems to be the best morning subject.