

Time-Table and publish it for the use of teachers. This, in the nature of things, could not be done: the Board was not acquainted with the special circumstances of each school. All that could properly be done was to indicate the principles which should regulate the construction of Time-Tables. The PRINCIPAL OF THE TRAINING SCHOOL had very kindly undertaken to treat of this important subject.

MR. CROCKET said there must be an adherence to principles in this as in all other professional matters. Many evils arise in school from a want of profitable employment. How to arrange the work so as to keep all suitably employed all the time is the question to be considered. Suppose a teacher taking charge of a miscellaneous school. He must first ascertain what the pupils know. He finds that a number have the same attainments, others differ from these in knowledge but are about the same among themselves. This suggests the necessity for *classification*. The question arises, Shall a pupil be placed in a class a little in advance of him or in one of which he is a little in advance? This will depend upon age, mental development, capability to advance, etc. Suppose we are to have five classes,—the highest practicable number: Shall we classify the pupils according to their attainments in one subject,—Reading, for example—or according to their average attainments? Evidently the latter, but we must make English language and Arithmetic the basis of classification. Four classes in Reading are enough. If a few require to study Geometry or other advanced Mathematics, it should be attended to before or after school hours. In considering the proportionate time to be allowed for different subjects, MR. CROCKET said that three-fifths of the whole time should be devoted to Reading, including regular practice in narrative composition, Arithmetic, and Writing with Industrial Drawing. The maximum time allowed for each day's work is six hours, and for advanced schools that is not too much: for many schools, five hours daily may be preferable,—and for the very youngest children four hours.

Again, the nature of the subjects must be taken into account in making our arrangements. Some subjects require more time than others. Some exercise the memory chiefly, others the reason and judgment, and so on. There should be variety or suitable changes in the character of the studies.

Reviewing and summing up what he had said, the lecturer laid down five main points to be considered in the arrangement of a Time-Table:—

(1) The classification of the pupils. (2) The relative importance of the subjects. (3) The time at disposal. (4) The nature of the lessons. (5) The order of the lessons.

It was a part of MR. CROCKET's plan to exhibit upon the black-board in tabular form, the several steps to be taken in the elaboration of a Time-Table. With a view, however, of presenting not only these steps but also a specimen Time-Table, as well as of economizing time and furnishing the Teachers a better opportunity of carefully studying the same, the CHIEF SUPERINTENDENT announced that he would publish them in the SEMI-ANNUAL CIRCULAR, promising to insert therewith some Daily Programmes. These Tables are accordingly presented below.

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PHYSICAL AND VOCAL EXERCISES.—DR. RAND requested MR. CREED to occupy a few minutes. Some of the physical exercises were reviewed, followed by further practice in *articulation*, on the plan of "cutting out" the final consonant sounds of words with great precision.