

given to the whole grade together. Your opportunity for anything like kindergarten "occupation" lies in what is commonly called "seat work." The hopelessness of doing *actual* kindergarten work with two or three classes while you are teaching another is manifest. All you can do is to plan your work on psychological principles, not as you know it ought to be planned, but as best you may. The work must be something the child can do without much supervision,—some he must have, and here lies the value of an assistant. For this is the accompaniment you must expect to your endeavours to explain the intricacies of subtraction to the fourth class :

"Miss A., me weally can't fwead my needle."

"Miss A., all the slate rags is lost and us wants to use the dwawin' slates."

"Miss A., can me get a dwink?"

"Miss A., me dot no sewin' card, me finished the fiss, please make me a fan."

"Please sharpen my pencil, it broked fwee times." And so on *ad infinitum*. You steal a little time from the subtraction and you quiet some of the babies with "Take a picture book, dear, till I am ready." While you are teaching the tiny tots, the big ones are doing *their* seat work, and they have as many questions to ask as the babies had, and no wonder! How big they seem to you in school these *big ones*, and what wee mites of things when you meet them on the street. You actually get through the morning in some fashion, and in the afternoon if you are wise and it can be managed you will do little but what the whole room can do together.

You are resigned to being Argus-eyed and ubiquitous; there is no help for it, and consequently nothing further to be said. The vital question now is what will best give the results you are seeking. You want to secure accuracy of thought and statement, kindness, reverence, obedience, power of fixing the attention, memory, imagination, observation, etc., and, underlying and rendering all these possible, the normal opening up of the sensory and motor paths; for on this depends the child's moral, mental and physical vigour.

It might be supposed that one person would see an object or hear a sound as soon as another; but this is not the case. Write distinctly on a piece of blank paper any simple