

- Spelling**, what spelling is, II, 154; preparatory work, 155; oral and written, 155-156; first lesson, 156-157; how much to spell, 157; plan for written work, 157-158; done at children, 159-160; how to study lessons, 160-162; visualization, 162-163; value of imaging power, 163; law of association, 163-164; spelling and drawing, 164; spelling in sentences, I, 1-165; rules for teachers, 165-166; correlated with physiology, 187.
- Spin the Plate**, I, 210.
- Spotted Newt**, *The*, I, 390.
- Squirrels**, I, 401.
- Stained Glass Effects**, art work, II, 184.
- Stars**, construction work, II, 59.
- Statues**, a game, I, 210.
- Stedman, Edmund Clarence**, *The Pot-R WINS*, II, 11.
- Stencil**, for nature study, I, 283.
- Stevenson, Robert Louis**, *FOREIGN LANDS*, I, 105; *SUMMER SONG*, I, 8; *MY SHADOW*, 39; *RAIN*, 311; extract from *AUTUMN FIRES*, II, 15; *THE WIND*, 15-16.
- Stitching**, exercises in, II, 16-17.
- Stories**, for first year reading class, I, 50-51; for second year reading class, 64-65, 80-82; for third year reading class, 110-117; for language work, 129-130, 133-135, 137, 148; how to select, 165.
- Story Reproduction**, I, 180.
- Story-Telling**, in language lessons, I, 129-130, 133-135. Introductory statement, I, 163; special value of, 163-165; how to select stories for telling, 165; some characteristics of a good story, 166; folk tales as models, 166; realistic stories, 167; myth, 168; nature stories, 169; method in story-telling, 169-171; type of story and culture, 171; One Eye, Two Eyes and Three Eyes, 171-177; outline of the story, 177-180; story reproduction, 180; method, 181.
- Study**, teaching methods of, I, 67-68; independent, 72; relation to reading, 114-115.
- Subtraction**, in first year, I, 253, 258-263; in second year, Illustrative Lessons, 281-284.
- Summer Sun**, I, 338.
- Sun**, *The*, study of, II, 28.
- Sunshine**, I, 337.
- Superintendent**, *The*, II, 298-300.
- Supplementary Readings**, for first year, I, 49-51; for second year, 60-61, 63-64, 79-82; for third year, 113-114.
- Supply Houses**, for art materials, II, 84.
- Surface**, in writing, I, 11, 26.
- Sweet and Low**, II, 45.
- Syllabication**, I, 72, 80.
- Syllabus**, for three years' music, I, 226-230.
- Sympathy**, need for, re, I, 16.
- Table**, a wall, I, 328; construction work, II, 63.
- Tardiness**, I, 11.
- Teacher**, the responsibility of, re, I, 18-19; qualities as a disciplinarian, 22-23; preparation for, I, 18-19, 61; personal qualities, 127-128; facts to be remembered in teacher work, 272-273; preparation for teacher work, 219-220; personal preparation for teacher work, 325; preparation for, I, 18-19; II, 3-6; preparation for teacher work, 387-9; need for, in teaching spelling, 165-166; preparation for teacher work, 188-190; personal qualities, 258-259; attitude in teacher work, general preparation, 285-286; her profession, 286; character, 301-302; personal preparation, 302-303; qualifications, 303; responsibility, 303-34; preparation, 304-305; preparation for reading, 302-303.
- Teakettle**, use in nature study, I, 336.
- Technical Forms**, in language work, I, 135-137.
- Temperance Physiology**, II, 206-209.
- Tempo**, research on, II, 224.
- Tennyson, Alfred**, *SWEET AND LOW*, II, 45.
- Terrarium**, A, I, 329.
- Test Questions**, *DISCIPLINE*, I, 25; *FIRST YEAR READING*, 57; *SECOND YEAR READING AND PHONIC*, 92; *THIRD YEAR READING*, 123; *LANGUAGE*, 101; *STORY-TELLING*, DRAMATIZATION, GAMES, PLAY AND SONGS, I, 241; *FIRST YEAR NUMBER WORK*, 271; *SECOND YEAR NUMBER WORK*, 300-301; *THIRD YEAR NUMBER WORK*, 320-321; *NATURE STUDY*, III; *GEOGRAPHY AND HISTORY*, II, 30; *CONSTRUCTION WORK*, 79; *DRAWING*, 92, 101, 108, 119, 122.