

will require four. These divisions are not hard and fast; the child who enters class I in September may find himself in class III in March, perhaps he can even take his arithmetic with class IV. This savours of the old ungraded school, does it not? But unless you are to sacrifice the child to a system, which, being a teacher, you will never do, you dare not tamper with the child's growth, you will not force him nor feel impatient because the growth seems slow. He has no more to do with this growth than you have, less indeed. For if you are a good gardener and know your trade you will know this: that you have more to do with the development of this little human plant than ever a gardener with his roses and orchids. Later on it will be good for the child to feel that he is graded, that he must keep up not only along the lines of least resistance, but where disinclination and disability like phantom dragons bar the way. You have already accustomed him to control his attention for short periods at least, and now the force of a slowly-forming habit enables him to fix in some degree his thoughts on what has at first no intrinsic power of holding his attention. If you have done your work faithfully, as of course you have, a good teacher can do anything with the pupils you pass on to him, and a poor one cannot altogether spoil them; for in spite of "cramming" they will persist in *thinking*. This is a heaven-born right you have made them feel is theirs and they will never altogether yield their inheritance in it.

You have had your work in mind all summer. You have decided what you *must* have and what you must *try* to have. You must have the matter prescribed for your grade, but that does not trouble you; it will work itself in readily enough, for the "Course of Study" has been merciful to the little ones. First of all, then, you have planned that your children shall be happy all the day long even if they remain little ignoramuses, which they will not. Happiness and goodness and intelligence have more to do with one another than many good people suspect. This then will underlie all your arrangements. And on a dull, rainy, temper-trying day the ordinary routine may be broken through to advantage, and a new game, a fresh piece of nature study, anything bright, be introduced.

Marching, exercise songs, calisthenics, recitations, object lessons, nature talks, the story,—many of these may be