

in the mapping out of the work for the year. This planning focusses itself, through the daily programme, upon the presentation of each individual lesson. It is unnecessary to discuss the advantage to the teacher of having before her the work all arranged in orderly sequence; at a glance, she knows the progress of her class, and can predict pretty accurately how long it will take her to get over the ground she is to cover. Then, again, the mere planning of the work gives to the teacher a consciousness of her position, both as an artist, working with mental pigments, and as a scientist, investigating the laws of mind,

—TEACH THE CHILDREN, says the *Courier Journal*:

Never to hold a book near the fire; drop a book upon the floor; turn the leaves with the thumb; lean not rest upon an open book; turn down the corners of leaves; touch a book with damp or soiled hands.

Always to keep your place with a thin book mark; place a large book upon the table before opening it; turn leaves from the top with the middle or forefinger.

Never pull a book from the shelf by the binding at the top, but by the back.

Never touch a book with a damp cloth nor with a sponge in any form.

Never place another book nor anything else upon the leaves of an open book.

Never rub dust from books, but brush it off with a soft dry cloth or duster.

Never close a book with a pencil, a pad of paper or anything else between the leaves.

Never open a book further than to bring both sides of the cover into the same plane.

Always open a book from the middle and never from the ends or cover.

To avoid injuring the leaves of books never put a pencil mark in a library book.

Always keep your books out of reach of small children and in a clean, dry place.

Always keep any neatly bound borrowed book covered with paper while in your possession.

Never attempt to dry a book, accidentally wet, by a fire, but wipe off the moisture with a soft, dry cloth.

Never write upon paper laid upon the leaves of an open