

I would say have the classes in turns, and have it understood that this order is generally to be followed. When the lessons are short and this plan carried out, the morning hour is not always given to one study at the expense of the others.

The parents too will be better satisfied, for they will not have the impression that the younger scholars are neglected. The foregoing with the following are suggestions, merely, not dogmatic rules :

1. Have primary classes first before the little ones are tired.
2. Have the arithmetic, algebra, book-keeping in the morning as early as possible.
3. Have advanced classes after recess in the afternoon, when the little folks are out of the way.
4. In alternating, have three days in the week those studies which need the most attention.
5. Don't have writing immediately after recess.
6. And don't leave out rest, music, marching or calisthenics, for in the day's work there is a certain routine which cannot be avoided, but beyond that introduce as much variety as possible. Sometimes it is wise to omit a class and rest from work, or introduce some change. When a teacher loses all interest and pleasure in her work it is time to stop and try something else. Anything is better than the drudgery that teaching becomes when the heart is not in it. And lastly, in making a time table, do not forget to set apart ten minutes for the opening exercises. I find that it pays to take time to read a good story, or have a talk with the pupils. The day is brighter for it and the children try to get in time for the story. It is possible for teachers and pupils to get very near to each other at this hour. Increased sympathy and co-operation are certain to be the result.

PRINCIPLES OR METHODS ?

PRINCIPLES or Methods, which ?

A city superintendent, a member of the board of education, and a visitor started out together to look at some schools. One building was inspected ; it was in fine order ; the pupils were intelligent and the whole aspect was pleasing. Another building was then visited in another part of the town ; the principal was a superior looking man, he had the head of a Kepler ; but there was a lack of order in his room and in those of most of his assistants ; the pupils had many habits that were not agreeable ; they stared at the visitors ; the work on the blackboards was scrawly, and

altogether the total effect was not pleasing.

"Now," said the superintendent, "I have shown you two distinct types of teachers. The first leans strongly to *Methods* ; the other to *Principles*—the latter is the ablest man, undoubtedly. But he neglects many essentials, in my opinion. His pupils do not write as well, draw as well, sing as well, march as well, behave as well, nor do I think he 'gets hold,' as we say, of as large a percentage of them as the other. I have been surprised at his power on a few—on his highly endowed pupils."

The conversation diverged from this point, but the two types were