

the teacher will have to determine the just proportion of time to be given to each subject, and to each class as well. The length of any recitation should seldom exceed half an hour, though more than that may be allowed if several subjects are grouped together, as, for example, when reading, dictation and parsing or analysis are taken up in succession before the class is dismissed. In the junior classes short recitations, say of ten minutes, should be the rule, and this should not be exceeded unless the class is exceptionally large. These pupils have not yet learned the art of preparing lessons, and therefore short and frequent exercises will accomplish more, and keep the little ones in better discipline. With the more advanced pupils a longer time may be allowed; but even with these it is difficult to keep the attention fixed on the subject, especially if the lesson requires close thought, and the recitation is a long one. On the other hand, too short recitations are equally objectionable, as they tend to destroy discipline, distract the attention of pupils studying at their seats, and waste a great deal of time in calling up and dismissing classes. The judicious teacher will therefore assign lessons of such length as may profitably occupy the time allotted for them.

Another important point in the construction of a time table is the order in which the subjects required to be taught are taken up. Some teachers prefer the early part of the day for the mathematical subjects, while others take up reading, including the literature of the lesson, with dictation and either parsing or grammatical analysis. It would be well, after the opening exercises are over, to call up one of the more advanced classes for recitation, thus allowing the junior classes an opportunity of looking over the lessons assigned them. After this senior class has finished, the junior classes may be called in order, com-

mencing at the lowest. In the writer's opinion, reading, with the literature of the lesson read, should occupy the early part of the day, while the mind is active and vigorous, and the other subjects follow in the order of their importance. Penmanship and drawing should never follow immediately after a recess, as the nerves are then very apt to be unsteady. Subjects requiring little thought should occupy the latter part of the day.

After a time table has been adopted, it should be rigidly adhered to in every particular, as any deviation from its provisions would tend to promote irregularity and confusion, and destroy the confidence of the pupils in its usefulness. If at any time, it is found from experience that certain changes are necessary, let these changes be made, and the reasons therefor explained to the school. A certain time should be allowed for recess, so as to prevent as far as possible, the habit of pupils going in and out of school during the time for study and recitation. The time table should show the subjects for study as well as for recitation, and provision should be made for the employment of the full time of each and every pupil during school hours.

The following general form is submitted to teachers with the hope that it may prove suggestive if not useful. No subjects have been filled into this form, as there may be a difference of opinion as to which should occupy the earlier and which the latter portions of the day. The length of time allotted to the study of each subject, as well as the time for recitation, are shown; the left hand column showing the time, and the succeeding columns the subjects for study and for recitation in each class. By this means each pupil will know exactly the time he has in which to prepare his lessons in each subject, and also when he will be called upon to recite. If care is used in properly arranging the work