

to a certain extent, and a rather difficult task may be assigned, soon followed, however, by relaxing studies. In general, the afternoon session should be entirely given over to manual exercises and less arduous mental labour.

After the programme has once been established, it should not be set aside for light or inconsiderable reasons, although it will often be advisable, and frequently necessary, to make a change. In such cases, it should be remembered that the teacher made the programme, and therefore she is superior to the programme, and may not be ruled by it, if she does not so desire. Too frequently a line of conduct becomes confined to a rule, the power of which is altogether out of proportion to its usefulness. The existence of the rule is then made an excuse for the work ill-performed.

The planning should not stop with the preparation of the daily schedule. Each lesson ought to be so planned that the teacher may know, in a general way, what effect it is having on each mind before her. A logical method within the lesson itself should be aimed at, but this does not imply a logical order of task following upon task. The lessons may be arranged in logical sequence, but this is by no means necessary, and this order of succession may often be productive of evil. While the teacher who has gone over the work many times clearly perceives the logical relations of the subject, and is helped in her understanding of the subject by these relations, the child-mind is not especially susceptible to logical arrangement. The child's experience with the subject in hand is not so extensive as is the teacher's. Then, again, if a child is indisposed during a single lesson, or if he does not see the bearing of an exercise, the value of the logical sequence is destroyed. In the teacher's mind, of course, there should be some scheme by which one lesson follows another, but this scheme may not be known by the pupils. For the pupil, each lesson should be a unit embodying, besides the main matter in hand, a partial review of what has gone before, and an anticipation of what is to come. The review and the anticipation form all the connecting links that are necessary. The missing of one lesson may thus be partially made up by a more careful preparation of the review.

The planning of school studies, then, begins extensively