

superiors must give their instruction to subordinates under him, through him, and after consulting him, when possible. In no case must he be ignored unless he refuses to carry out instruction properly assigned to him. Each head should receive and give definite written instruction, or endorsement of his plans, for a definite period of time and make his final report in writing on completion of his assigned task. In other words, we must apply common business methods to our school work; there is too much laxness and waste and often the returns are not commensurate to the investments. There are men and women now in the service who are not sure as to what their duties are, or to whom they must look for direction, and hence there is often conflict and confusion, or even shirking of responsibility. There should be a regular time during the day, when each head should present his plans for the following, naming the students needed, and get his plans approved in writing. At the close of the following day his work ought to be approved or disapproved and work arranged for the next day and so on. The custom that is sometimes followed, of depending on the occasion or do nothing if desired, is not business.

Both economy, better business methods and more efficient instruction, require the inauguration of a system of grouping of fields of work. We would recommend the following groups: The academic group; the home-making group; mechanical group; the agricultural group; the trade group; and religion group. The details of each group will be discussed in a later article; the present dealing only with the outline of these groups.

1.—The Academic Group should include about what it now includes, except that while the advantages of proper grading is retained, all the subjects in courses should be rated in proportion to time given to each and its importance and then closely co-ordinated and correlated and unified. The scientific grouping of our work might be greatly improved; the present arrangement copies too much after the average antiquated state course. The backbone of our academic work should be reading as a means of acquiring information; language as a means of oral and written expression, and applied arithmetic. The hard and fast line now existing between the academic and other departments must be broken down. Some of our strongest industrial schools under state control do this by having most of the industrial teachers conduct certain classes in the academic group in addition to giving the industrial, or vocational instruction of their own department. The separation between our academic and industrial work, in some instances, is greater than that formerly existing between the grammar and high school of the states and which is now being obliterated by the creation of the junior high schools. The subjects which are now often taught by the