

78. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself. In the first four grades the teacher will have to prepare a great number of exercises of a nature not specially arranged for in the present prescribed text book, so that the pupils may be accurate and rapid in their operations up to the limit rescribed.

75 and 76. *Geography and History*.—The verbal memorizing of these lessons at home by the pupil is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils when left to themselves mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead with of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the school room, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, conomic or scientific, should be skilfully used to interpret the remote in time and place.

90. *Manual Training*.—(Optional). This may often be introduced as an alternative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modeling, needle-work, wood-work, &c., as most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

SPECIAL DIRECTIONS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

Language.—Story-telling by pupil. Writing easy script letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures.

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, &c., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced.

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room.

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I., but more extended.

GRADE III.

Reading.—Reader No. 2.

Language.—As in II., but more advanced. Subject and predicate. Nouns and verbs.

Writing and Drawing.—Script letters on slate and in copy book. Freehand outlines on slate, blackboard, &c. Common geometrical lines and figures with their names. Map of school grounds and surroundings.

Arithmetic.—Number to 100 as in previous Grades, divisors not to exceed 12. Dollars and cents. Long Measure and Avoirdupois Weight, with reduction exercises.

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, &c., continued. Color. Study of, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals.