

75 and 76. *Geography and History*.—The verbal memorizing to these lessons at home by the pupil is for the most part injurious of 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 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 lesson by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic 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, etc., as may be 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.