

Maps of the school-room to be drawn on the floor and, afterwards, on the black-board.

II. Place and direction.—Diagram of school-house and lot, and of the adjacent streets or roads ; diagram showing the position of the principal streets or roads, and important places of the city, village, or section, relative to the school-house. These diagrams should be drawn by the teacher on the board and, on slates, by the pupils.

III. Points of the compass (N., S., E., W., N. E., N. W., S. E., S. W.) What a map is. Points of direction on a map.

IV. General idea of the earth as a globe. Hemisphere explained.

V. Explanations of the terms applied to the divisions of land and water ; definitions of the same.

No definition should be memorized until the pupils have become thoroughly familiar with the idea underlying the definition. Pupils should, at this stage, be familiarized with the mode in which land and water divisions are represented on the map.

VI. Map of the hemispheres ; names of the continents, grand divisions, and oceans, and their relative positions.

The globe and the map of the hemispheres should be constantly used when the continental and oceanic divisions are being studied.

VII. Geography of neighborhood, township, and county.

VIII. Easy map drawing (township and county).

IX. In connection with this subject, there should be familiar talks about the natural phenomena of different countries, the peculiarities of different races, the birds and animals of different zones, &c. In these talks, pictorial illustrations will prove of great service.

DRAWING.

I. Pupils should be encouraged to expand the exercises on the fly-leaves of the First Readers into original designs.

II. Authorized drawing book No. 1.

OBJECT LESSONS.

I. Review First Class work.

II. Conversations about interesting and attractive objects (animals, plants, etc.) suggested by the Reading lessons or supplied from