

for recitation with the proper expression. Ten lines per year at least for Grade I, twenty lines at least for Grade II, and a similar increase for each succeeding grade, is prescribed. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English*.—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations, orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large proportion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of memorizing definitions often given at head of lesson.

73. *Writing*.—Styles most easy to read should be cultivated. Simple, vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simpler elements properly classified, and taught in the order of difficulty.

77. *Drawing*.—Langdon S. Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawing and Lessons on Nature* as they may be taught to pupils of the first five or six grades. With Thompson's Primary Freehand Manual, in addition, the teacher will have a sufficient guide for the work in drawing up to Grade VII for the present. The "American Drawing Cards," first and second series, may also be advantageously used to this stage. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

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 prescribed.