

the *intelligent* interest the teacher takes in the work. No attempt should be made to load the memory with dates and disconnected facts. The teacher must bear constantly in mind that the object of the lessons in History is not so much to communicate knowledge as to excite an interest in the subject, attract the attention of the pupils, stimulate a desire to know more of the subject, and lay a broad foundation for its more extended study.

The history lessons will furnish excellent material for language and composition lessons. A lesson should not be considered as finished until the facts or incidents learned have been embodied in a composition.

Many successful teachers strongly recommend the use of the topical method. The pupils should never be required to memorize portions of the text-books, but should be trained to use it as the source of information on the topics which the class is studying. The habit of stating in their own language what they have learned from the book should be sedulously cultivated.

With Fourth Classes, the paragraphs of the text-book covered by the lesson should, as a preparation for the recitation, be read by the class and all necessary explanations made by the teacher. The history of a country cannot be learned without constant reference to its geography. The pupils should, therefore, be made familiar with such geographical features of a locality as may be necessary to understand the incidents that have taken place there: map-drawing is, therefore, an essential feature of the instruction. The dates of the most important events are, of course, a necessity. The number *should, however, be made as small as possible*. The exact date of events is of much less importance than their orderly succession and continuity. Frequent general reviews should be given. Comprehensive chronological summaries should be made at the end of each of the epochs or periods and utilized as one mode of reviewing the ground gone over.

MORALS AND MANNERS.

No course of moral instruction is prescribed. The morals and manners of the pupils cannot, however, be too sedulously cared for. The teacher is expected, by his personal example as well as by the exercise of his authority and by direct instruction, to imbue every pupil with respect for those moral obligations which underlie a well-formed character. Respect for those in authority and for the aged, courtesy, true manliness, reverence, truthfulness, honesty, etc., can best be inculcated as occasion arises for referring to them. The teacher can well afford to devote both time and effort to establishing his pupils in *habits* of politeness and good conduct. These are matters, however, which cannot be reduced to specific rules and directions; they must be left to the personal character and influence of the individual teacher. It is sufficient to state here that moral char-