

When the first tablet is thoroughly mastered take up the second, teaching the *words* first, afterwards the *letters* composing them. When five tablets are mastered change the *printing* to unjoined *script*. Reproducing the lesson on slates at the seat affords employment for idle hands and teaches spelling in the only rational way. See at the very outset that the pencil is held properly.

ARITHMETIC.

Counting and Adding.—Counting to 20; adding any of the first three digits to another.

Requisites.—Numeral Frame, slate, pencil and black-board.

How to teach.—The child's knowledge of numbers commences with counting objects. The Numeral Frame is the most convenient apparatus to aid in teaching counting, and in giving children first ideas of simple numbers. At first the counting should not extend beyond 10. When all the balls on each wire have been counted, then proceed to move one ball on each wire and let the class count to ten as before; let this exercise be continued from day to day until each pupil can count from 1 to 10 alone. Afterwards, the counting may be extended to 20 by moving the balls on two wires; to 30 by moving the balls on three wires, and so on. The Numeral Frame should be used in teaching addition; first move 2 balls at a time, and thus teach them to add by *twos*; thus two, four, six, eight, &c. After the pupils can write the numbers to 20 on their slate, the teacher should write a column of 2's on the black-board, and teach the class to add the figures in the same way as the balls were added; then give them columns of figures (involving the integers 1, 2 and 3 only) on their slates to add. Practice all the addition combinations to 3. Observe the order—frame, black-board, slates.

DRAWING.

This should be introduced in such

a manner as to give an interesting variety to the class work, and to give the pupils something *to do* that will interest them when they have become tired with their other lessons.

N. B.—The exercises of this grade should not be continued upon the same subject longer than 15 minutes at one time; or the manner of the exercise might be changed. If the teacher does not furnish the needed employment and changes of position by variety in his methods of instruction, the pupils will seek to gratify their needs by play; they should not be compelled to sit without employment, either for the mind, the hands, or the body. The secret of maintaining good discipline lies in furnishing regular and constant occupations to all the members of the class. Changes in the manner of conducting the exercise of a single lesson will be useful to the teacher toward the attainment of this aim: frequent alterations from answers by individual pupils to responses by the entire class will be found advantageous in maintaining attention of all the pupils.

OBJECT LESSON.

Form.—Common shapes, as square, oblong, ball, cube. Select the form to be taught and lead the pupils to observe it, then tell them its name; next require them to mention other objects having the same shape.

Color.—Pupils should be led to distinguish resemblances and differences in color (from colored cubes, balls or cards,) and to group together objects of like colors. They should also learn the names of the six principal colors.

Objects.—The lessons on common objects should be simple and conversational. The pupil should be led to notice and point out the principal parts, and encouraged to tell what they see and what they know of each object shown them.