

*Geography.*—Recitations in this study should be something more than mere verbatim repetitions of answers to questions on the maps, or of brief descriptive paragraphs. The teacher should be ready to give an account of the countries mentioned in the lesson, their peculiar vegetable and animal products, the manners and customs of their inhabitants. Without some ability to give this kind of instruction, Geography is not attractive to scholars; with it Geography becomes a favorite study. Let the definitions be made intelligible to the child, and then strive to put life into the skeleton frame-work, which constitutes all that our Text-Books give us of Geography. To do this well, the teacher must read, must increase his own stores of information, and freely employ the same when engaged in instructing his pupils. A late writer asks, with much force, "here is a glorious and beautiful world before us, of hill, and valley, and mountain, and plain, and ocean, instinct with life, filled with objects whose marvelous nature the profoundest wisdom cannot fathom; a world whose structure has been the problem of science, whose beauty has been the inspiration of poetry, ever since science and poetry existed; can it be right that we should reduce the study of this glorious creation to learning such names, we will say, as 'Michilimackinac, Moorshedabad, and Petropolotski?'" The question involves its own proper answer.

*Grammar.*—The Text-Books on this subject must be considered as furnishing the outline only of what is to be acquired by the scholar. Oral instruction, replete with illustrations, showing the application of rules—or rather replete with examples from which it will be easy to deduce rules; black-board exercises; exercises in composition; correction of errors and inaccuracies in ordinary conversation; these will make the science real to the scholar, and, at the same time, useful and popular.

*History of the United States.*—It is advised that this be taught orally, to all the scholars. Teachers should frequently talk with them concerning the prominent facts of American history, the lives and characters of the great, good and brave men who have aided in building up and sustaining our Government, and the peculiar mission which seems to have been made ours by Providence. If this be done, with spirit, their words will be seized and retained by the very youngest with the same interest they show for the nursery tale. When they have made sufficient advance in other studies, then, either of the Text-Books adopted by the State Board may be put into their hands for the purpose of systematizing their historical knowledge; but even then the teacher must put life into recitation to make it interesting or useful. Until the last year, in the Grammar School, oral in-