

## PREFACE.

This Primer, after being in general use in our schools for the past five years, has now been carefully revised, and the narrative brought down to the present time. The writer, from an experience of over twenty years in teaching, begs to offer the following suggestions, the use of which will be found effective in bringing the young to a practical knowledge of the subject.

1. In the *first course* through the book the teacher should give an outline "talk" when assigning a portion for study.

2. During the lesson, a large map of the country should be before the class for ready reference. A most useful exercise is the making of an outline map on the black-board, upon which the pupils may be taught to locate events by means of colored crayons.

3. Questions do not follow the chapters for oral drill, but the words in **heavy type** are intended for use instead. Such words indicate the points about which teachers and pupils may question each other to the fullest extent.

4. These words also afford the means for *consecutive review*, as they meet the eye readily, and will assist the memory as to the order of events.

5. No list of *dates* is given. It is better that the pupils should make such lists under the direction of the teacher, learning only the principal ones during the first reading.

6. During the *second reading* of the book, both the *consecutive* and *topical* methods should be employed in *review*. If the former is not thorough, the latter will only confuse the memory and the understanding.

7. Only in the *second course* may *all* such questions as those for "written tests" be allotted. One like No. 11 should not be given in the first course. At that time it will be well to encourage pupils to give extended oral answers to simple questions.

Being in full sympathy with both teacher and pupils in the associations of the school-room, the writer hopes he is aiding both in a patriotic work.

Peterborough, 1884.

J. F. J.