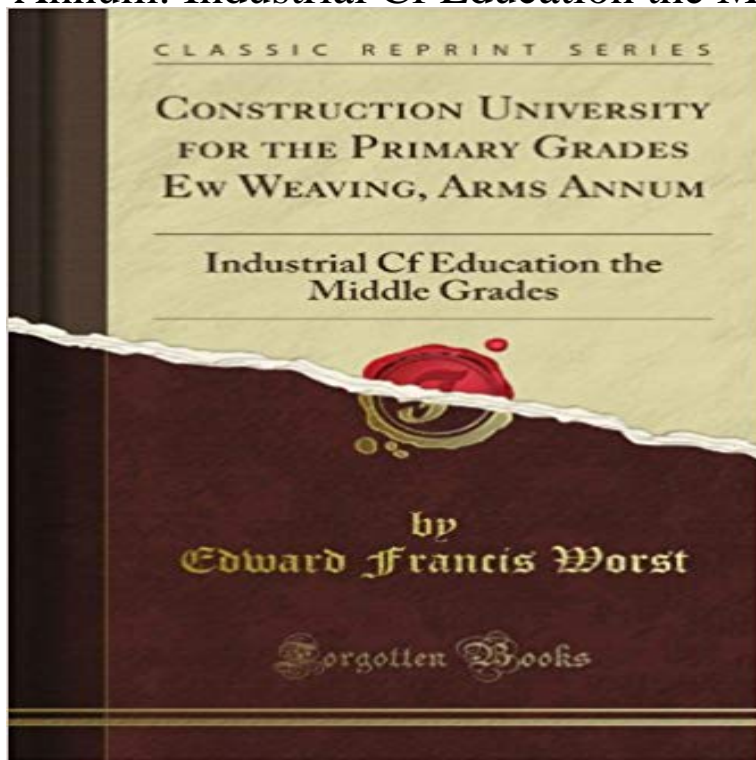


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Introduction THESE outlines on construction work are for the teachers use. It is not intended that the suggestions contained in them shall be mechanically followed. It is, however, expected that the teacher, in order to become familiar with the subject matter, shall work out in detail each problem suggested for her particular grade. Not until this is done can she appreciate its value. When she has made the work a part of herself she will present it, not as some one else would direct her to do it, but in her own way. Construction work in the primary grades, consisting largely of disconnected exercises without apparent reasons for presenting them to the children, is likely to be much less useful as an educational agency than it should be. It has failed to give that high degree of mental discipline, which, when properly presented, it is so well calculated to afford. The number of work growing out of the construction work when properly taught, affords the finest mental discipline of any study in the primary grades. The outlines will suggest work that is not only simple, progressive, and practical, but work that is adapted to the academic course, thus making it possible for the work to be taught in connection with other branches of school studies. In no instance should material be passed to pupils and mechanical dictation be given them for the construction of a certain problem. Dictation has a value and place, but not until a necessity has been created for the exercise, followed by a class discussion as to its value and its construction. It is not always wise to give directions verbally. The child is learning to read and to write. To give directions through reading and writing impresses him with the fact that it is really a way he can learn from others, and adds greatly in the work of the upper grades, where the child must be able to read understandingly before he is a (Typographical errors above are due to OCR software and don't occur in

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