

Follow directions given in first half.

Six pieces of poetry, three in each half-year, are to be learned and recited. Teachers will make suitable selections. Little children should be trained to commit to memory *perfectly* and to recite audibly and distinctly.

✂ LANGUAGE LESSONS.

Oral Work.

From the very first induce children to talk, using full statements in answer to questions in class-work. Frame questions so that pupils may use sentences in answering. Talk about familiar objects, things that interest them, such as animals, trees, plants, games, etc. Tell short easy stories and have pupils reproduce them orally. As soon as pupils begin to read from the book, have them tell in their own words what they have read.

Strive to awaken the imagination and kindle the powers of observation and thought. Every school exercise, the observation work specially, should be a language lesson, so that the work in other subjects may not undo that of the language class. This is not, however, to be construed as advising continuous criticism, but as emphasizing the value of securing exact and correct forms of expression.

Written Work.

No written work is called for during the first part of the year in this grade.

Written exercises with capitals and punctuation, as indicated in Bright, topic 15, will be gradually introduced as the oral work proceeds.

As soon as pupils can write, have them copy the new words in their reading lessons on their slates each day. This will form the best introduction to written work.

Time, one lesson of ten minutes, every day.

Read carefully Tarbell's introduction pp. 1-18.

SEPTEMBER OR FEBRUARY.

1. This is (about 2 lessons.) Tarbell p. 19.
2. This and that in singular only (about 3 lessons.) Tarbell p. 19.