

ruler in positions to make simple diagrams of three or four lines; ruling light parallel lines for writing; the plain outlines of print capitals in the order: I, L, T, H, F, E, N, M, A, K, V, W, X, Y, Z, P, B, R, D, J, U, O, Q, C, G, S. The exercises on the fly-leaves of Part I. of the First Reader.

MUSIC.

Rote Singing,—sacred and secular songs, Kindergarten songs.

PHYSICAL EXERCISES.

A proper amount of Physical Training should be given daily. These exercises should be systematic and suitable.

OBJECT LESSONS.

I. PLACE.—Oral Exercises requiring the pupil to describe the place of objects in the school room by the proper use of such terms as *on, above, under, left hand, right hand; left, right; before, behind, in the middle*, and the like.

II. Simple lessons on cleanliness of the person.

These lessons should be associated with the language lessons. They will be of little value, if each of them is not made to issue in a language lesson.

SENIOR FIRST CLASS.

READING.

I. First Reader, Part II.

II. Supplementary reading.

For this purpose, the Royal First Reader, Part II., the Royal Canadian First Reader, Part II., Gage's First Reader, Part II., or Barnes' First Reader may be used. In connection with every reading lesson, the teacher should aim at having the pupils able (a) to recognize the words and phrases, at sight; (b) to understand the thought or sentiment which the words contain; (c) to give the correct oral expression of the thought or sentiment.

Lists of words frequently mispronounced should be kept in some convenient place for frequent drill.