

LANGUAGE.

ORAL EXERCISES.—These may be conversations about familiar and attractive things, in which the children are led to take an active part. Objects and pictures may be used to furnish suitable topics. Little stories may be read or told, by the teacher, and the pupils required to repeat them. Train the children to speak in complete sentences. Accept kindly the efforts the pupils make in trying to express themselves. Teachers should guard against the conversations becoming desultory and aimless. Always have a definite point in view, and hold the attention of the children to it. All the other subjects taught to this class should be made to serve the purpose of language lessons. Do not allow the mistakes that children are liable to make to pass unnoticed. Encourage the children to talk freely, but strive to cultivate the *habit of correct speech* in the simple statements they are called upon to make.

NUMBER.

I. THE NUMBERS FROM ONE TO TEN.—This should include (*a*) the perception of the number as a whole, (*b*) the full analysis of the number, (*c*) drill upon the facts discovered by the analysis, (*d*) the comparison with smaller numbers.

The pupils are to be taught the numbers in succession and all the operations within the range of each number,—Addition, Subtraction, Multiplication, and Division, before proceeding to the consideration of the next higher number.

II. THE FIGURES TO NINE, INCLUSIVE.

III. THE ROMAN NUMERALS TO X, INCLUSIVE.

Have all work in correctly formed figures and neatly arranged. Aim always, in teaching Arithmetic, at three results:—the development of the reasoning and language powers and of the habit of rapid and accurate calculation. In addition to the work assigned above, pupils, in the greater number of schools, may be taught to count intelligently to 20. In connection with I., the order of progress should be oral exercises, black-board work, slate work. With the black-board and slate work, such arithmetical expressions as $3 + 6 = 9$, $8 - 2 = 6$, $2 \times 4 = 8$, $9 \div 3 = 3$, may be used. These should be spoken of as "stories," and read thus:—three and six are nine, two from eight leaves six, two fours make eight, there are 3 threes in nine. Elliptical expressions based upon these may, with advantage, be used.

For guidance in teaching, each Teacher should have "First Steps in Number," Teachers' Edition, published by Ginn & Co., Boston, Mass.

DRAWING.

DRAWING.—The use of the ruler ; drawing straight lines with the