Examination for Promotion to Class II.

SUGGESTIVE EXAMPLES.

Reading.—Paragraphs selected in three or more different lessons. Ten to twenty lines of Script on paper, being a paragraph *new* to the child, but containing not more difficult words than those in the reader. Reading selected sentences *silently* and then with book closed, telling the teacher the sense of the sentences read.

(NOTE—Reading is not worthy of the name that is not accompanied with the thought. By noting the naturalness of the phrasing, by questioning on the subject-matter and other means, constantly secure *thoughtful* reading.)

Writing.

(NOTE.—Pupils should be *instructed* to rule faint, parallel, properly spaced lines.)

On ruled spaces (five) write legibly and with correct form from the reading book, etc., from slow dictation.

Arithmetic.

(*a*) Writing combinations to 20 in two or more parts, *e. g.*—

$$13 = III \ \& \ III \ \& \ III \ \& \ IIII, \text{ or } 4 \text{ and } 6 \text{ and } 3.$$
$$17 = IIIII \ \& \ IIIII \ \& \ IIII \ \& \ III, \text{ or } 8 \text{ and } 9.$$

(*b*) Adding columns, "reading the terminations" only, *i. e.* the unit figures, not the tens.

(*c*) Adding orally, pointer in hand, in five minutes, ten numbers of four figures, such as

$$8 \ 5 \ 7 \ 9$$
$$6 \ 9 \ 5 \ 8$$
&c., &c.

(*d*) Subtracting orally, pointer in hand, without writing answer, in two to three minutes, twenty figures from twenty figures, involving carrying in half or more such as—

$$7 \ 2 \ 1 \ 7 \ 2 \ 1 \ 7 \ 2 \ 1 \ 7 \ 2 \ 1 \ 7 \ 2 \ 1 \ 8 \ 4 \ 3$$
$$2 \ 5 \ 6 \ 2 \ 6 \ 7 \ 4 \ 5 \ 9 \ 3 \ 2 \ 5 \ 8 \ 1 \ 0 \ 2 \ 6 \ 4 \ 9 \ 2 \ 7$$

(*e*) In three minutes orally—

3 and ...... make 17
11 and ....
9 &c.

sixteen different numbers and ...... make 17 respectively.

(*f*) Notation and numeration, *e.g*:—Write in figures 3 thousand and twelve; what number is made up of 3 hundreds, 7 thousand, 6 units and 9 tens; write 29 in figures, words and Roman Numerals.

(*g*) Oral or mental arithmetic; simple practical problems referring to objects should be given daily. How many pairs in this dozen of sticks? T. had 13 marbles, lost 6; how many more will make 15? How much change out of 25 cents after paying for two pounds of meat at 9 cents a pound? I bought 12, gave away 3, lost 4, found 2, received 13, sold 8, bought 9 nine, broke 1 and found 2; how many have I now?

Composition. EXAMPLES:

(*a*) Write a sentence, stating on which corner of the desk the bell is. Write a sentence telling how many pieces of chalk on the —— window-sill.

(*b*) Write two sentences, telling uses, under the title "Salt." Write three sentences under the title "The School Fence," telling (1) the kind, (2) the condition, (3) the height; then write these over again, putting the three sentences into one.

(*c*) Supplying ellipses in transposed sentences, Part II., p. 74: Harry and —— paid for some——, with —— —— money, and drew it on a —— sleigh to a —— woman who had a —— struggle to —— enough to —— upon.

(*d*) Write sentences or *very short* stories on the blackboard or on a sheet of paper, or clip suitable passages from the juvenile papers, to be read once or twice *silently* by the pupil, who will reproduce in his own words the sense of the passage read. Example:

Little Robin Redbreast sat upon a tree,
Up went Pussy Cat, down went he;
Down went Pussy Cat, away Robin ran,
Said little Robin Redbreast, "Catch me if you can."

Drawing.—Familiarize the pupil with the use of the ruler as a guiding and measuring instrument. Habituate to correct position of slate or paper, and correct holding of the ruler and pencil. The child who merely *copies* the drawing exercises on the fly-leaves of the Readers misses the chief benefit of the exercise. If these are *taught* the inventive faculty is exercised so that the child will feel pleasure in and be capable of producing an unlimited number of similar original designs. In outline drawing the object (as the ink-bottle or chalk-box) should be held up, and the child led to see its bounding lines. He should learn to recognize these lines upon the object and copy them *from it*.