

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
ALGEBRA					First Four Rules. Easy Simple Equations.	End of Simple Equations, Easy Quadratics.
GEOMETRY AND MENSURATION				Areas of rectangular figures.	Definitions, Postulates, and Axioms. Euclid, Book I. Areas of Rectilinear figures and volumes of right paral- lelepipeds and prisms.	Book II and III. Circle, Sphere, Cylinder, and Cone.
CHEMISTRY AND AGRICULTURE. (Optional)					For the Sixth Class—A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Sulphur, Phosphorus and their more important Com- pounds; Combining Proportions by weight and by volume; Symbols and Nomencla- ture; Applications to Agriculture.	
NATURAL PHILOSOPHY (Optional)					Properties of matter, Specific Gravity, Barometer, Com- mon Pump, Forcing Pump, Air Pump and Siphon. Pressure of Liquids.	Composition and Resolution of Forces; Principle of Mo- ments; Centre of Gravity, the Mechanical Powers.
DOMESTIC ECONOMY. (Girls only)	Threading Needles. Hemming; for instance, Stripes of Calico, or a Plain Pocket Handkerchief. Knitting—A Plain Strip.	Hemming Seaming or Sewing } Felling } Child's Fixing a Hem } Phafore, Knitting—A Ribbed Muffatee } Knitting—A Ribbed Stocking } Sock.	Hemming Seaming } Felling } A Pillow Case. Stitching on Strings } Knitting—A Child's Plain Sock.	Button-holing Sewing on Buttons } Stroking } A Plain Setting in Gathers } day or Marking } night Plain Darning. } shirt. Knitting—A Ribbed Stocking }	Subject continued.	Subject continued. Cutting and Fitting Plain Garments.
DRILL AND CALISTHENICS	1.—Teachers to take their own boys and form them into companies according to strength. To extend them into open file, and put them through Extension Practices and Motions. Dressing. Saluting. File Marching. Right, Left, and Right and Left About. Balance step on the halt and on the move. To change step. 2.—The Boys to be arranged in companies, sized from both flanks, numbered and told off in half-companies and sections. To be put through the formations, Right, Left, and Right and Left About as a company. To increase and diminish the Front. To form a company Square. Four, Right, Left, Deep. Calisthenics for Girls.					

HINTS FOR THE GUIDANCE OF TEACHERS.

TO ACCOMPANY THE PUBLIC SCHOOL PROGRAMME.

The Programme.—The Programme has been constructed with reference to thoroughly graded Schools. In Schools not so graded, and in rural Schools in which it may be impossible to maintain the distinction between classes very rigidly in all the subjects, some deviation from the Programme may, with the approbation of the Inspector, be made. At the same time, no considerable deviations will be permitted in the leading subjects. No Time Table is prescribed; but it is to be understood that every Teacher shall frame one suited to the circumstances of his School.

Reading.—The First Part of the First Book shall be taught from Tablet Lessons. Reading by phrases shall be commenced as early as possible; and such explanations should be given as may enable the pupil to read intelligently, as well as with the easy natural flow which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the Teacher's living voice alone can direct in the matter of correct accent, inflection, emphasis and pronunciation. It is important that the pupils in the Second and higher classes should be regularly required to commit to memory selected passages in prose and verse; and the Teacher should be careful to see that in every case the selections are of decided literary excellence. Pupils in all the classes should be required from time to time to give in their own language a summary of the reading lessons.

Arithmetic.—Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement of the Second Class. Constant practice in mental Arithmetic is essential. Great stress should be laid on the solution of questions by the Analytic method.

Geography.—The School-House and its surroundings with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map Drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise.

Music and Drawing.—In Music and Drawing, the pupils in different classes may be taken together at the discretion of the Teacher.

Object Lessons.—An object lesson is intended to develop the faculties rather than to store the mind with information. The Teacher should not tell the pupil anything that he can see or deduce for himself. Pupils should be taught (1) to observe; (2) to describe; (3) to compare and infer.

Grammar.—Grammar in the Third Class should be taught without a text-book. The functions and definitions of the essential parts of the simple sentence and of the parts of speech, and the rules for inflection, should be arrived at by induction.

Composition.—Nearly every school exercise, whether oral or written, may be made an exercise in Composition. The teacher should use especial care in requiring good English from his pupils in their answers in class or at examinations.

History.—No text-book in Canadian History need be used by the pupils. The Teacher should, from his own knowledge of the subject, obtained by the study of the best histories