

16 cents a yard, 12 yards of tweed at \$3.50 a yard, and 14 yards of cashmere at 95 cents a yard.

8. (a) Express by means of Roman numerals.—350, 275, 25, 164, 97.

(b) Write in words the following numbers:—CL, CD, CI, CX, XC.

9. Define—Figure, Number, Subtraction, Product, Dividend.

EAST MIDDLESEX PROMOTION EXAMINATIONS.*

CLASS I.—PART I.

READING.

From charts, tablets, or books, or from script. Words should be instantly pronounced on being pointed out in any part of tablet, book, or in plain writing on the blackboard. In reading, the phrases should be separated by slight pauses, and the words of the phrases connected intelligently, e.g.:—Ann | can get | an egg | for | she has | ten hens.

SPELLING.

Oral spelling of any word in Part I., in print or script, looking at the printed or written word. The order of steps in teaching reading and spelling that seems to be most successful is: To teach a few lessons at first by the word method, then to teach the distinction between words and letters, by having the pupils "count words" and "count letters;" next teach the names of the letters, first in print, and immediately afterwards in script. From Lesson XII. the sounds of the letters ought to be taught, and the names of the words drawn from the sounds of their letters. Some teachers teach the sounds of the letters before the names. Spelling should be taught both in Part I. and Part II. of the First Book by the use of *word-building*, e.g.: Write *en* on the blackboard, get the sound of *en*, what letter placed before it will make *men*? *m*; write *m*. Similarly make *ten*, *den*, etc.; *ank*, *r+ank*, *F+rank*, *Frank*; *ar*, *art*, *Hart*, etc., etc.

DRAWING.

The use of the ruler; drawing straight lines with the ruler in positions to make simple diagrams of three or four lines; ruling light parallel lines for writing. The plain outlines of print capitals such as I L H T N Z M, etc.

WRITING.

After the ability to rule lines well is acquired, teach the small script letters in the following order: *u, i, w, n, m, v, o, a, e, r, s, c, t, d*. Some children learn writing very much more quickly than others; those who are able may be allowed to finish the small letters in Part I. A pupil should not leave a letter until he makes it correctly in the ruled spaces. Reading the script letters should be taught long before the writing of them.

ARITHMETIC.

Counting words, letters, objects. Counting 'o 100. Giving instantly the result of one more or one less than any number from 1 to 100. Making the figures. Reading and writing numbers to 20.

COMPOSITION AND OBJECT LESSONS.

Answering questions on the subject-matter of the reading lessons in simple complete sentences orally. Oral repetition of short complete sentences on numbers, form, size, colour, etc., of objects in the school-room.

PART II.

READING.

Reading intelligently print and script. Proper inflection of easy questions. Meanings of phrases and words in the reading lessons.

SPELLING.

All *regular* words and easy phrases in Part I., orally or from dictation, after the writing of all the small script letters is taught. Capitals may be drawn in outline in dictation lessons until the script capitals are taught. All punctuation marks in the extracts ought to be dictated, and ought to be copied in transcription exercises.

* By courtesy of Mr. J. Dearness, I.P.S., London.