FOR PROMOTION OF FIRST CLASSES

The average child ought to accomplish the work outlined below before promotion :

CLASS I.   PART I.

Reading.—From charts, tablets, books, or 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.*   The cat can see the rat.

Teachers by using two pointers may aid the junior classes to read by phrases.

Spelling.—Oral spelling of any word in Part I. in print or script *looking at the printed or written word.* It is not intended that any spelling shall be done in the first six lessons Commencing with the 7th lesson the powers and names of the letters are to be taught, but no faster than they are needed.

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 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.   Simple outline drawings of objects.

Writing.—After the ability *to rule lines well* is acquired, teach the small script letters in the following order : *u i w v, n m o a e r s c x, t d, l b h k, j y z, p q f.* 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 is usually taught long before the writing of them.

Arithmetic.—Counting words, letters, objects. Combination of numbers to 10. Making the figures. Knowing, reading and writing numbers to 20. Wentworth and Reed's First Steps in Number, Teacher's Edition, is useful in this subject ; so also is Appleton's First Book of Numbers.

Composition and Object Lessons.—Answering orally, questions on the subject matter of the reading lessons in simple, complete sentences. Short complete, oral sentences on number, form, size, color, &c., of objects in the school room.

CLASS I.   PART II.

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

Spelling.—All *regular* words and easy phrases in Part II. orally, or from dictation after the writing of all the small script letters is taught. Capital letters may be drawn in outline (see Drawing in Part I) 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 the transcription exercises.

Writing.—Complete the small letters and take up the capitals in the order of their difficulty : *A N M T F H K P B R G S L I J O E D C R U V W X Y Z.* Dictation and transcription in ruled spaces.

Arithmetic.—Numeration and notation to 1000. Combination of numbers to 20. Counting by 1's, 10's, 100's to 1000. Addition table until the figures in columns can be added correctly as rapidly as to average a figure per 2 to 3 seconds. Addition and subtraction. Adding 20 figures in one minute. Subtracting 20 figures from 20 figures in 2 (to 3) minutes. Roman notation as far as the lessons in the book are numbered. Mental arithmetic.

Drawing.—Simple figures with straight lines. Exercises on fly-leaf of Part II. of the First Reader. Simple outline drawings of objects. The Kindergarten Drawing Course, Parts 1 and 2.

Geography.—The directions (not on the map) N. S. E. W.; and the four intermediate points.

Composition and Object Lessons.—Making statements about objects ; conversation in complete sentences on subject matter of the reading lessons. Copying and filling easy elliptical sentences from the blackboard. Writing simple sentences about objects brought before the pupil's notice.

Teachers should occasionally read CAREFULLY *the directions in the Prefaces of Parts I. and II.*

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