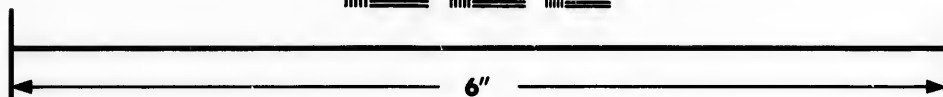
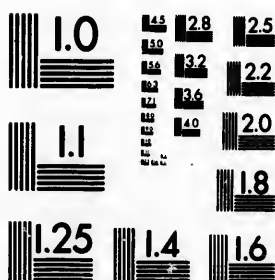


# IMAGE EVALUATION TEST TARGET (MT-3)



Photographic  
Sciences  
Corporation

23 WEST MAIN STREET  
WEBSTER, N.Y. 14580  
(716) 872-4503

**CIHM/ICMH  
Microfiche  
Series.**

**CIHM/ICMH  
Collection de  
microfiches.**



Canadian Institute for Historical Microreproductions. / Institut canadien de microreproductions historiques

**© 1987**

# Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

- ☐ Coloured covers/  
Couverture de couleur
- ☒ Covers damaged/  
Couverture endommagée
- ☐ Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- ☐ Cover title missing/  
Le titre de couverture manque
- ☐ Coloured maps/  
Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- ☐ Bound with other material/  
Relié avec d'autres documents
- ☐ Tight binding may cause shadows or distortion  
along interior margin/  
La reliure serrée peut causer de l'ombre ou de la  
distorsion le long de la marge intérieure
- ☐ Blank leaves added during restoration may  
appear within the text. Whenever possible, these  
have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées  
lors d'une restauration apparaissent dans le texte,  
mais, lorsque cela était possible, ces pages n'ont  
pas été filmées.
- ☐ Additional comments:/  
Commentaires supplémentaires:

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- ☐ Coloured pages/  
Pages de couleur
- ☐ Pages damaged/  
Pages endommagées
- ☐ Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- ☒ Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- ☐ Pages detached/  
Pages détachées
- ☒ Showthrough/  
Transparence
- ☐ Quality of print varies/  
Qualité inégale de l'impression
- ☐ Includes supplementary material/  
Comprend du matériel supplémentaire
- ☐ Only edition available/  
Seule édition disponible
- ☐ Pages wholly or partially obscured by errata  
slips, tissues, etc., have been refilmed to  
ensure the best possible image/  
Les pages totalement ou partiellement  
obscurcies par un feuillet d'errata, une pelure,  
etc., ont été filmées à nouveau de façon à  
obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
				<input checked="" type="checkbox"/>							

The copy filmed here has been reproduced thanks to the generosity of:

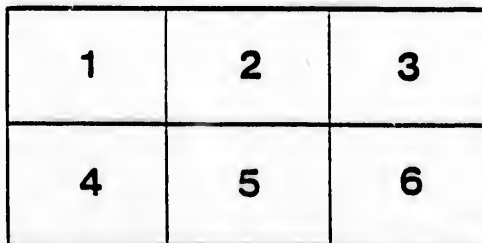
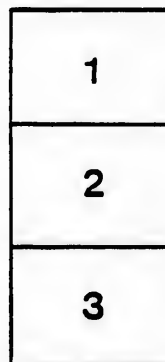
Archives of Ontario  
Toronto

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol ➡ (meaning "CONTINUED"), or the symbol ▼ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Archives of Ontario  
Toronto

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole ➡ signifie "A SUIVRE", le symbole ▼ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

This Limit Table is the Property of

School Section No.....of.....

and is to be left in the School Room for the use of Teach

1892

# Course of Study

◆◆◆FOR THE◆◆◆

## PUBLIC SCHOOLS

◆◆◆ OF THE ◆◆◆

County of Wentworth,

Town of Dundas,

AND Village of Waterdown.

Prepared by . . .

J. H. Smith, P. S. Inspector.

PRINTED BY ORDER OF THE COUNTY COUNCIL.

THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO  
540 EAST 58TH STREET  
CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

LIBRARY OF THE UNIVERSITY OF CHICAGO

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

CHICAGO, ILL. 60637

COURSE OF STUDY FOR THE  
PUBLIC SCHOOLS OF THE  
COUNTY OF WENTWORTH,  
TOWN OF DUNDAS AND  
VILLAGE OF WATERDOWN.



PREPARED BY


*J. H. SMITH*

P. S. INSPECTOR.

---

PRINTED BY ORDER OF THE COUNTY COUNCIL.


---



---

PRINTED AT THE OFFICE OF THE DUNDAS TRUE BANNER.

---





## PREFACE.

The purpose of this limit table is to define as clearly as possible the Course of Study for each class in our Public Schools. It extends over a period of eight years, and embraces only those subjects which are essential to an ordinary English education. The subjects are arranged so that pupils who are forced to leave school at the close of the fifth or sixth year shall have sufficient education to enable them to write a letter correctly, understand the structure and meaning of any plain sentence, be able to make such calculations in Arithmetic as are likely to occur in ordinary business transactions, and to have some knowledge of the more common business forms.

To aid the teachers in their work and give pupils better opportunities for acquiring a reasonably good English education, Trustees are recommended to provide reference libraries for each school. Already these have been introduced in some sections, and have proved of great value to the pupils. If the modest sum of ten dollars were set apart each and every year, a valuable reference library would soon be acquired.

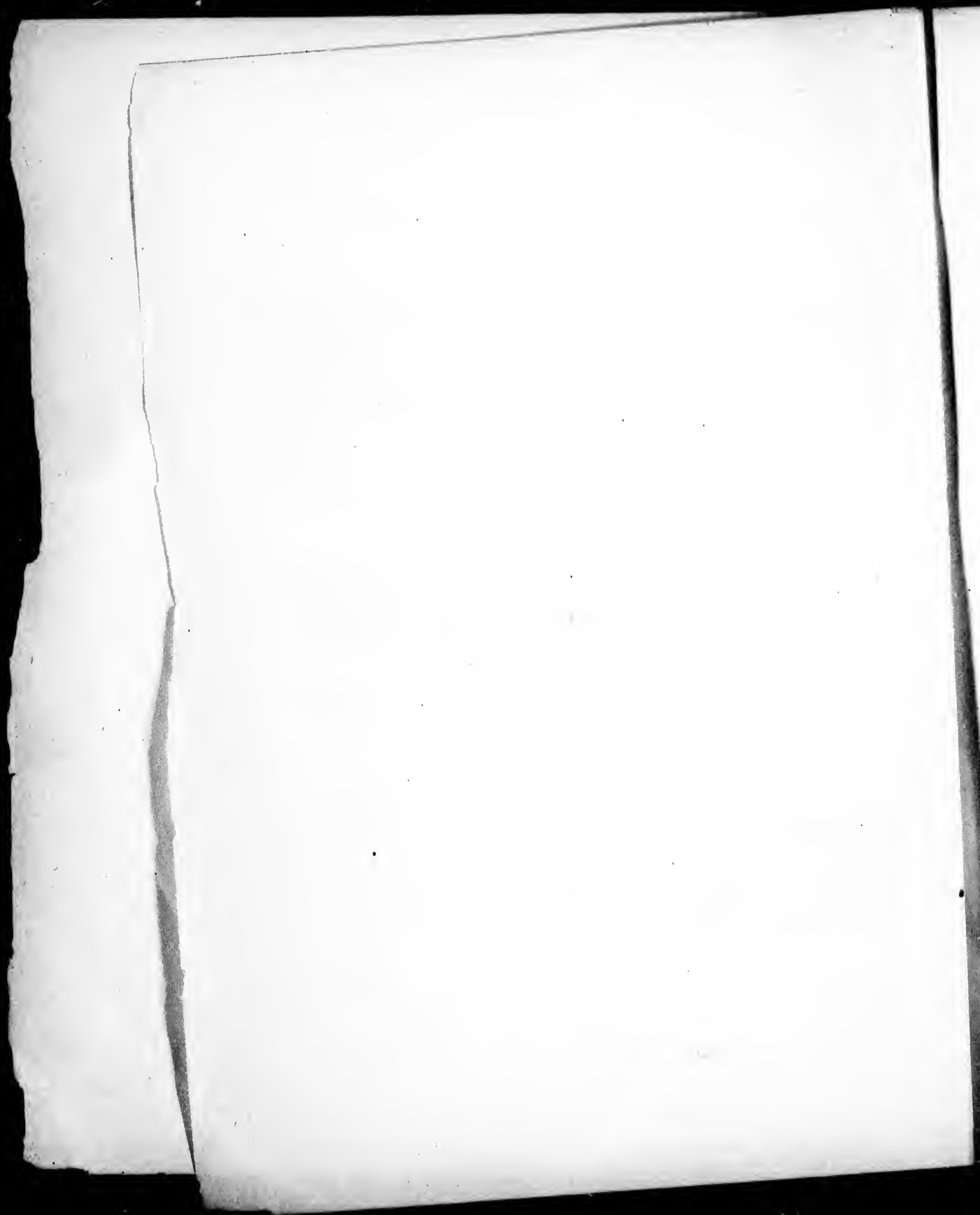
The following books among many others will be found very useful to teachers as well as pupils :—

Concise Imperial Dictionary.	
Blackie's Encyclopedia,	
The First Year at School . . . . .	Sinclair.
Public School Word Book . . . . .	Johnson.
Hints and Expedients . . . . .	Boyle.
Primary Arithmetic . . . . .	Wentworth & Reid.
Higher Normal Arithmetic . . . . .	Brooks.
Elementary Lessons in English—Teacher's Edition, Mrs. Knox-Heath.	
Practical Language Training . . . . .	Row.
Essentials of English . . . . .	Welsh,
Composition . . . . .	Welsh.
Practical English . . . . .	Williams.

J. H. SMITH,

P. S. INSPECTOR.

HAMILTON, September, 1892.



## INTRODUCTION.

---

The course of study here presented has been prepared at the request of the teachers of Wentworth and is the same in its leading features as that which has been followed for some years past. Since the introduction of a uniform system of promotion examinations, the necessity for a detailed course of study has become more pressing each year. With such a course as a guide, teachers will be greatly benefitted, and in case of changing from one school to another, the progress of the pupils will be retarded much less than without it.

In its preparation three things have been constantly kept in view, viz: to secure the best mental training on the part of the pupils, to dispense with the use of as many technical terms as possible, especially in grammar, and to have teachers follow principles of teaching in preference to being slaves to rules and methods. Pupils who feel the thrill of mental activity in their minds, stimulated by a generous diet of thought, take a deep interest in their school work, and grow and thrive intellectually, while those who are fed upon the husks of knowledge, the mere phraseology of rules and definitions, like Pharaoh's kine, are lean and ill favored.

There is quite a diversity of practice, as well as of opinion, regarding the use of technical language in teaching the subjects in the Public School curriculum. Definite terms are necessary but should be used only within certain well-defined limits, and not until the pupils fairly grasp the ideas or thoughts conveyed by them. All technical terms not really necessary for a clear understanding of the subject have been rigidly excluded.

Sometimes teachers, it may be without knowing it, become the slaves of "methods", and hence lack that originality of thought and vigor of treatment which are essential to success. To interest pupils in study, and awaken their latent mental energies is indeed a noble work, but teachers must free themselves from the slavery of cram, and of method, before the highest results can be attained. Principles instead of methods have been suggested, and a higher grade of teaching is therefore anticipated.

## INTRODUCTION.

The formation of habit is an essential feature in all true education, and in every department of school work should be kept constantly in view. Habits of neatness and order should receive constant attention on the part of both teacher and pupils. Careless work, slovenly kept desks, and floors littered with unsightly refuse should not be tolerated on any consideration. The schoolroom and grounds should be models of neatness and taste. Such an example may prove contagious. Punctuality and regularity of attendance should be insisted upon, and parents notified of any delinquencies. Let teachers set a good example by having a carefully prepared time table and observing its requirements. Be prompt in calling classes as well as in dismissing them.

Moral culture should be a matter of the first importance in every school and department. Habits of prompt obedience, truthfulness, manly deportment among the boys, and ladylike gentleness among the girls, should be cultivated with the utmost assiduity. Let no opportunity escape, but use tact and judgment in taking advantage of it, so that good and not bad results shall follow. "Remember the law of the harvest; we sow more than we reap. We sow a thought, we reap an action; we sow an action, we reap a habit; we sow a habit, we reap a character; we sow a character, we reap a destiny."

# PUBLIC SCHOOLS

## COUNTY OF WENTWORTH

### *Course of Study*

#### First Class Junior—1st Year

##### READING.

- I Preliminary lessons on blackboard
- II Tablet lessons.
- III Authorized First Reader. Part I.
- IV Supplementary Reading.

1. The methods of instruction recommended are :— I. Word method.  
II. Phonic method. III. Sentence method.

2. The Word method and the Phonic method should be used to teach word recognition, and correctness of pronunciation, and the Sentence method to secure fluency in reading and naturalness of expression.

3. Teachers are recommended to use the blackboard almost exclusively until the pupils can name at sight a number of words, such as are used in ordinary conversation. Script should be used from the first, and when sufficient progress has been made, the transition from script to print will be readily accomplished.

4. The special purpose of each lesson in this year's work is to secure readiness and accuracy (a) in word recognition, (b) in phrase recognition : while the general purpose is to train each pupil to read with natural expression and correct pronunciation.

## LANGUAGE AND LITERATURE.

1. Have pupils point out all words that begin with capital letters. Impress upon their minds the following facts :—(a) That the first word in every sentence begins with a capital letter; (b) That the names of all persons begin with capitals; and (c) That the pronoun *I* is always written or printed as a capital letter.

2 Have pupils point out the periods and question marks in each lesson.

3. Correct all errors of speech, whether in pronunciation or syntax. Have pupils give answers in complete sentences.

4. By judicious questioning bring out the thought in each sentence. Develop as far as possible the meaning of each new word introduced, and where necessary explain the meaning with sufficient accuracy to enable the pupil to use such word correctly.

5. Have short conversational lessons on : (a) stories from Readers ; (b) incidents of daily life ; (c) animals and plants ; (d) moral stories.

## SPELLING.

ORAL SPELLING—All words that the pupils have been taught either by the word or phonic methods, and all words found in Part I of the First Book; should be taught in the following manner:—(a) Have pupils look at the written or printed word and spell it from sight ; (b) When pupils spell readily at sight, *and not till then*, have them spell from memory.

TRANSCRIPTION—All words written on the blackboard for oral spelling, and all the lessons in Part I should be neatly transcribed.

All new words must be written neatly on the blackboard.

## WRITING.

Have slates ruled with four or six lines ; pencils long and well sharpened ; correct position of body, feet and arms, with pencil pointing over right shoulder and wrist up from desk. Drill on the slanting straight line and the right and left curves, securing as far as possible freedom of motion and easy control of pencil. Make the small letters in the following order: i, u, n, m, w, v, o, e, a, c, x, two spaces high in the first practice, and r and s two and a half spaces. Complete the alphabet of small letters as rapidly as the pupils learn how to make each letter correctly, observing the following order : t, d, l, b, h, g, y, j, q, k, p, f, z.

Teach pupils to write words as soon as they have learned to make a sufficient number of letters to form one or more words ; as, "i., "mine," "men," "am," "man." Be careful in showing the pupils how the letters are formed, by giving illustrations on the blackboard, and on the pupils' slates. Do not allow pupils to write words in which there are letters that have not been taught. The proper form of letters is of greater importance than speed in making them.

Take up the capital letters in the following groups :—O. D. C. E. A. ; N. M. H. K. ; I. J. ; X. W. Z. Q. ; V. U. Y. ; T. F. P. ; S. L. G. ; B. R.

*Insist upon all work being neatly done.* Allow no careless or slovenly work at any time, either by *pupils* or *teacher*. All writing to be done on slates or blackboard. Let an earnest effort be made to improve the style and quality of the writing.

### ARITHMETIC.

1. COUNTING.—Objects to be used, but no figures. Pupils should be able to count from 1 to 10 with objects at first, and afterwards from memory, to add, subtract, multiply and divide orally any combination of numbers whose sum or product does not exceed 10. This work should be very carefully done, so that the pupils shall have clear conceptions of each number.

2. FIGURES.—Introduce the figures in their regular order, beginning, however, with the naught, as 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Be careful to connect each figure with its appropriate number.

3. Notation.—Teach the pupils to count by tens, as 10, 20, 30, etc., and to read all numbers to 100.

4. Slate work.—Making the figures and combining them into numbers up to 100. No calculation to be given for slate work. All calculation during this stage must be done mentally

### DRAWING.

1. Straight lines, horizontal, vertical and oblique.
2. Straight lines combined so as to form a square, a triangle, and an oblong.
3. Exercises in part I of the First Book.

**First Class, Senior—2nd Year..****READING.**

- I Authorized First Reader—Part II.
- II Supplementary Reading.
- III Lessons transcribed on slates or scribbling books.

1. The special purpose of this year's work is to secure readiness and accuracy in (a) word recognition, (b) phrase recognition, with special attention to phrasing. The general purpose is to cultivate fluency, and naturalness of expression, with correct pronunciation and proper phrasing.

2. Review frequently and give pupils as much practice as possible. Intelligent practice makes perfect.

**LANGUAGE AND LITERATURE.**

1. Follow out suggestions given for Part I. Devolve what a statement is, and how it should be written. Teach the use of is and are ; was and were ; has and have ; their and there.

2. Have pupils write names of things they can see in the school-room, on their way to school, at their homes, the names of trees, fruits, grain, animals, and tell something about each of them.

3. Use conversational lessons, similar to those suggested for Part I but more advanced.

4. Reproduction stories, plain and simple.

5. Picture lessons, either from books or drawn on the blackboard.

**WRITING.**

1. Review small letters very thoroughly on the slates, correcting as far as possible all faults of form.

2. Review capital letters similarly.

3. Have pupils transcribe sentences from reading lessons, putting in the necessary capitals and punctuation marks.

4. When pupils write sufficiently well, change from the slate and pencil, to the scribbling book and lead pencil, following the same steps on paper as were observed while writing on slates. See suggestions for Part I.



5. Allow no careless or slovenly work. Quality, not quantity, should be the motto.

### SPELLING.

1. ORAL SPELLING—Words, phrases and sentences selected from reading lessons; words in common use, though not found in reading lessons; pupils' names, and places of residence.

2. TRANSCRIPTION—All words, phrases and sentences written on the blackboard for oral spelling, and all lessons in Part II, should be *neatly* transcribed.

3. REVIEWS—These should be frequent, and should embrace both oral and written exercises. Lists of words frequently mis-spelled should be made, either on charts, or on the blackboard, and used as review or drill exercises.

4. SPELLING BY PHRASES should form the principal feature of oral spelling, so as to prepare pupils for written dictation exercises.

5. All new words must be written neatly on the blackboard.

### ARITHMETIC.

1. MENTAL ARITHMETIC—(a) Counting to 100 by all the digits, beginning at any number from 1 to 9; (b) subtracting any of the digits from any number under 20.

N. B.—Accuracy and rapidity are essential to all calculation, and must be insisted upon in every case.

SLATE WORK—Easy problems in addition and subtraction.

Notation and numeration to 1000.

Roman notation to 20.

THEORY—To know a concrete from an abstract number. To know what is meant by, and be able to point out, in any problem, the addends, the sum, the remainder, an even number, an odd number.

### DRAWING.

1. To be able to draw and write the correct name of each kind of straight line, the square, the triangle, the oblong and the circle.

2. Introduce the terms, bisect, perpendicular and diameter.

3. Exercises in Part II of the First Book.

4. Public School Drawing book. No. 1, to end of page 12.

## Second Class—3rd Year.

### READING.

- I. Authorized Second Reader.
- II. Supplementary Reading.
- III. Lessons transcribed on slates or scribbling books,

The special purpose of this year's work is to secure readiness and accuracy (a) in word recognition; (b) in phrase recognition; and (c) in correctness of expression, with special attention to the latter. The general purpose is to have the pupils in this class read fluently, with correct phrasing and pronunciation, the careful enunciation of syllables, together with clearness and distinctness of utterance.

To secure satisfactory results in correct expression have the pupils read certain lessons responsively. Take for example Lesson V, and have a pupil read the first line of each couplet, asking the questions, and another read the second line, giving the answers.

Conversational reading may be used with advantage in the following lessons, viz: XIV, XVIII, XXII, XXVIII, XXX, XXXIV, XXXVI, XLIV, XLV. In these lessons the pupils should be required to read *only* the conversational part, omitting all that is descriptive or explanatory.

Concert reading can be used in some cases with profit to the pupils, but should be used very sparingly.

### LANGUAGE AND LITERATURE.

1. Follow out suggestions given and review work done in Parts I and II of the First Reader.
2. Develop name words, action words, and quality words, by (a) oral exercises in language; (b) judicious questions on reading lesson with the view of bringing out the principal features of each part of speech, without the use of technical names.
3. Teach the use of a, an, the; this, that, these, those; lay, lie, shall, will; saw, seen, did, done.
4. Teach the use of the capital letters, and the following punctuation marks: comma, semi-colon, period, mark of interrogation, mark of exclamation, the dash and the hyphen.

5. EXERCISES.—(a) Write several plain sentences on blackboard, omitting all punctuation marks and capitals. Have pupils copy these on their slates, supplying the necessary capitals and punctuation marks; (b) have pupils write short letters to friends on familiar subjects. Note —Pay strict attention to the form of the letter. (c) Use elliptical exercises frequently. (d) Write a series of unconnected words forming a sentence, and have pupils arrange in proper order, with capitals and punctuation marks.

### WRITING

1. Introduce pen and ink if pupils write sufficiently well with pencils. The quality of work done should be the standard of promotion. Take up the work along the lines already given. Careful attention to the position of the pupil and the manner of holding the pen is imperative, if we are to have good penmen.

2. In all written exercises, the greatest care should be observed in regard to writing, spelling and punctuation.

3. Give special drill on letters badly formed, or words carelessly written. Review every step carefully and frequently.

4. If possible let each pupil have a practice pad.

### SPELLING.

1. All words, phrases, and sentences in the Second Reader, together with the days of the week, the months of the year, the names of neighboring places, and the numbers to one hundred should be carefully taught.

2. ORAL SPELLING may be used occasionally to impress some peculiarity in the spelling of a word or phrase, or in review exercises.

3. WRITTEN EXERCISES should be frequent, and should be very carefully conducted. The general purpose is to form a habit of correct spelling. This is of greater importance than any special method of teaching, and all test exercises should show how this habit is developing.

4. The correct transcription of all reading lessons, in regard to spelling, punctuation, and the proper use of capital letters should be continued.

### ARITHMETIC.

1. MENTAL ARITHMETIC—Addition, subtraction, multiplication and division tables, and the following tables of weights and measures, Avoir-

dupois, Long measure, Liquid measure, and Time, simple fractions, so as to know what is meant by one half, two-thirds and any similar simple fraction.

NOTE.—Do not use the symbols  $\frac{1}{2}$  and  $\frac{2}{3}$ , but the words, one-half, two-thirds.

SLATE EXERCISES—Arabic notation to 1,000,000 ; Roman notation to 1000 ; problems in addition, subtraction, multiplication and division ; exercises in numeration and notation.

THEORY—To know what is meant by the following terms, and to apply the proper term to any part of a problem in any of the simple rules:—Addend, sum, minuend, subtrahend, remainder, multiplicand, multiplier, product, divisor, dividend; to be able to use the following symbols correctly and to know their names:—+, −, ×, ÷, =.

### DRAWING.

1. Review the following:—The three kinds of straight lines, the square, the triangle, the oblong, the circle, and introduce curved lines, angles, parallel lines, concentric squares, hexagon, and octagon.
2. Draw simple forms founded upon any of these figures.
3. Review the terms : bisect, perpendicular and diameter, and introduce the new terms, diagonal, trisect and intersect.
4. Drawing Book No 1, Authorized series completed.

### GEOGRAPHY.

1. Conversational lessons on the following topics:—Points of the compass ; location of the schoolroom in the section ; directions in which the roads run to and from the schoolhouse ; position of the adjoining villages and post offices ; how to reach Hamilton, Dundas, Waterdown ; the railroads in the county ; products of the farm and garden ; products of the forest ; leading manufactures.
2. Develope from the local surroundings the meaning of the following terms:—City, town, village, post office, hill, valley, mountain, creek, river, pond, lake, and have pupils name any that may be within the limits of the County, or near the boundaries.
3. Draw upon a given scale the map of Wentworth, showing the different townships, and the position of Hamilton, Dundas, Ancaster, Bartonville, Rockton, Hall's Corners, Waterdown, Bullock's Corners, Mount Hope, Stoney Creek, and the different railroads.

## Third Class Junior—4th Year.

## READING.

- I Authorized Third Reader to page 142.
- II Supplementary Reading.
- III Special selections to be committed to memory.

The special purpose of this year's work is to apply the following principles regarding pauses, viz :—*Words connected in sense should be connected in reading; and words unconnected in sense should be unconnected in reading.* The general purpose is to secure due deliberateness in reading, so that the listener may follow with ease the thought as expressed by the reader. It will be well to bear in mind that there is no fixed standard of speed for reading. This will be governed to some extent at least by the temperament of the reader, whether it be ardent or slow. Syllabic utterance depends upon the length of the vowel sounds, hence to increase the rate of utterance, shorten the vowel sounds, and to decrease the rate of utterance lengthen the vowel sounds. Concert exercises from the blackboard are quite effective in bringing about the desired result.

Responsive and conversational reading may be used where there are lessons suitable for such purposes.

## LITERATURE.

(a) The pupils should know the meanings of words, phrases, and clauses, be able to distinguish between synonyms in common use, that occur in the lessons, be able to recognize the leading thought in each sentence, and tell how it is modified by the words, phrases, or clauses.

(b) They should have some knowledge of the geographical references in each lesson, and know the historical connection of the events recorded in Lessons I, XV, XX, XXI and LIII.

(c) Commit to memory Lessons XIV, XVI, XXIV, XXVII, XXVIII, XLV, L, and the short extracts printed in italics.

Suggestions.—Assign short lessons, but have them thoroughly prepared. Ask questions regarding the meanings of words, phrases and clauses, in such a form as to direct the pupil's mind to the context, so that the connection of thought may be seen. Teach the literature of each lesson before you teach them how to read it expressively. Require pupils to

write a synopsis of each lesson, to paraphrase any ordinary passage, and to select passages of special beauty, so as to test how far they enter into the spirit of the author.

### GRAMMAR.

1. The simple sentence—How it is written: Capitals: Terminal marks.

2. Subject and predicate: What we speak about; What we say about it.

3. The Noun, Developement—Distinction between the name and the thing. Proper and Common.

4. The verb: Developement: Distinction between the word and the action: Transitive and intransitive.

NOTE.—In the earlier stages of the pupil's progress, accept participles and infinitives as verbs; since the object is to impress upon the mind the leading characteristic of the verb, viz: Action; but before completing this limit, verbs proper should be distinguished from participles and infinitives.

5. The Pronoun, developement.

6. The Adjective: its use and meaning.

7. The Adverb: its use and meaning.

8. Subject word, or bare subject, and subject phrase.

NOTE.—Have pupils select the verb first, then ask the question who or what, before the verb; the answer given in one word will be the subject word or bare subject; ask suitable questions to complete the subject phrase

9. Predicate word or words, or bare predicate; and predicate phrase.

NOTE.—Have pupils ask the questions, "how," "when," "why" and "where" after the verb to bring out the adverbial modifiers and suitable questions to complete the predicate phrase.

10. Object word, or bare object (if any), and object phrase.

NOTE I.—Have pupils ask the questions whom or what after the verb to bring out the object word, and suitable questions to complete the object phrase. NOTE II.—*A phrase is any combination of words that does not include both subject and predicate*, as, to sing, of wisdom, having crossed the Rubicon.—Welsh.

11. The Preposition: its object, the prepositional phrase.

12. The Conjunction: its name and use; develop the use of the conjunction so far as it relates to connecting words together, or phrases together. Do not take up the clause.

13. The Interjection: its nature and use.

Pupils are expected to be able to name readily the parts of speech in any ordinary sentence in the reading limit; to give a reasonably correct definition, and to apply it to each of the parts of speech; to know the meaning of the following terms, and to be able to use them correctly:—Subject, subject phrase; predicate, predicate phrase; object, object phrase; prepositional phrase; proper and common as applied to nouns; transitive and intransitive as applied to verbs; and to distinguish the verb proper from infinitives and participles. Use inductive reasoning in developing the definitions, and deductive reasoning when applying them to particular words or phrases. Use the reading limit for practice in all lessons in grammar, and the exercises in the textbook, as illustrations to develop the definitions. No text book on grammar to be placed in the hands of pupils. Use simple sentences only.

### COMPOSITION.

(1) Letter writing:—Short letters containing not more than five statements, correct in form with necessary capitals and punctuation marks. Teach how to fold, direct and seal a letter properly.

(2) Brief synopses of reading lessons, or portions thereof; short reproduction stories; imagination stories; stories from pictures.

(3) Correct use of capital letters, and the following punctuation marks, period, comma, semi-colon, and interrogation mark.

(4) All exercises in composition should be limited to plain descriptive topics, within the mental grasp of the pupils.

(5) The structure of simple declarative and interrogative sentences should be taught practically.

### WRITING.

(a) Authorized copy books, 1 and 2.

(b) Dictation exercises, transcription of lessons, exercises in composition.



(c) Review the structure of each letter separately, and give special drill on all letters or words badly written. No shading of letters, but special attention to form. Observe carefully instructions already given. Each pupil should have a practice pad.

### SPELLING.

(a) All words, phrases and sentences, in the reading lessons. Names of all utensils, animals and machinery used on the farm; the products of the farm: our common trees, the articles of furniture in the schoolroom and the home.

(b) Exercises in written composition should form tests in spelling and be examined accordingly.

Oral spelling and transcription to be used as in former limit.

Review the work prescribed in former limits.

All new work must be written neatly on the blackboard.

### DRAWING.

Review former limit and introduce the different kinds of triangles, concentric circles, ellipse and oval.

Give exercises on the figures above named.

Review the terms used in the former limit and introduce overlapping and interlacing.

Authorized Drawing Book No. 3.

### GEOGRAPHY.

Conversational lessons:—1 The world—its form—proofs—(a) ship at sea, (b) circumnavigation, (c) shadow on the moon.

2. Dimensions—diameter, circumference.

3. Daily motion—axis, poles, time of rotation—causes of day and night.

4. Yearly motion—path of motion—inclination of axis—number of days in the year—leap year—the seasons and their names



NOTE.—The above topics should be illustrated by means of a globe and followed by the careful study of the lessons in the Public School Geography bearing upon these topics.

Map of the world. *Continents in order of area:* Asia, Africa, North America, South America, Europe.

*Oceans in order of area:* Pacific, Atlantic, Indian, Antarctic, Arctic.

*Islands:*—British Islands, West Indies, East Indies, Australia, New Zealand, Newfoundland and Vancouver.

*Mountains:*—Rocky, Andes, Laurentian, Alps, Himalayan.

*Rivers:*—St. Lawrence, Grand, Fraser, Mississippi, Amazon, Danube, Volga, Nile, Congo, Ganges,

Ontario:—Cities, railroads, canals.

Public School Geography. Lessons 1 to 18, inclusive, omitting lesson XVI.

NOTE.—The teacher should study carefully the "Notes to Teachers" in each lesson.

Map Drawing :—Map of Wentworth county, drawn to a scale, showing townships, city of Hamilton, town of Dundas, the different villages and post offices, the leading stone roads and the railroads.

Definitions:—To know what is meant by the following terms, and be able to use them correctly : Map, Continent, Ocean, Island, Mountain, River, City, Railroad, Canal, Coast line. These should be illustrated by pictures, or pointed out on a map. The moulding board can be very profitably used to illustrate each of these terms.

### ARITHMETIC.

1. *Mental Work.* (a) Tables of weights and measures, completed, and the purposes for which they are used. (b) Easy problems in reduction and the compound rules. (c) Easy problems in addition, subtraction, multiplication and division of simple fractions and mixed numbers.

NOTE.—No problem is to be given that contains more than two simple fractions, or two mixed numbers.

2. *Written Work.* Public School Arithmetic, Chapter III, and sections 1, 2, and 3 of chapter IV. Easy problems in addition, subtraction, multiplication and division of fractions, with the use of the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ .

NOTE.—No problem to be given that contains more than three simple fractions or three mixed numbers. Easy exercises in cancelation.

THEORY.—To know what is meant by, and to use correctly, the following terms :—denominate number ; reductions, ascending and descending ; compound number ; value ; cost price ; selling price ; bill of goods ; bill of services ; statement of account ; creditor ; debtor ; the debit and credit sides of an account ; balance ; receipting a bill ; aggregate ; average ; fraction ; denominator ; numerator.

## Third Class Senior—5th Year.

## READING.

- I Authorized Third Reader, from page 142 to the end.
- II Supplementary Reading.
- III Special selections to be committed to memory.

The special purpose of this year's work is to apply practically the following principles which form the basis of emphasis, viz:—I. *Words and phrases peculiarly significant or important are emphatic*: II. *Words or phrases that are contrasted or that point out a difference are emphatic*.

The general purpose is to improve the reading in regard to fluency, naturalness of expression and the proper use of pauses. Pauses are of two kinds, one indicated by marks of punctuation, the other required by the sense, but not indicated by any marks. Movement of the voice is the degree of rapidity used in uttering sounds and is closely connected with pause. Pupils should be carefully trained in regard to the rate of movement of the voice and the length of the various pauses.

The strength of the emphasis depends upon the importance of the word or phrase as compared with the remainder of the sentence.

## LITERATURE.

(a) To know the meaning of words, phrases and clauses; to distinguish between synonyms in common use; to recognize the leading thought in each sentence and tell how it is modified by words, phrases and clauses; know the geographical, biographical and historical references in each lesson; select the plain similes, and supply any ordinary ellipses found in the reading or literature lessons.

(b) Memorize lessons LIX, LXII, LXIV, LXXVII, LXXXIII, LXXXV, and the short extracts printed in italics.

(c) Know the historical connection of the events recorded in lessons LVI and LXXVII.

(d) See suggestions, Junior Third Literature.

## GRAMMAR.

General review of former limit.

*The Clause.* What it is; kinds; principal and subordinate.

NOTE.--A clause is a combination of properly related words containing one subject and one predicate.

*Classification of Simple Sentences* into declarative, interrogative, imperative and exclamatory.

*Analysis of the Simple Sentence or Clause* into subject or subject phrase, predicate or predicate phrase, object or object phrase (if any).

*Analysis of (a) Subject Phrase* into subject word and its modifiers; (b) *Predicate Phrase* into predicate word and its modifiers; (c) *Object Phrase* (if any) into object word and its modifiers.

NOTE.—The grammatical relation of each modifier should be given, and its function definitely stated.

*Analysis of the Simple Complex Sentence* into clauses (a) with one principal and one subordinate clause; (b) with one principal and two or more subordinate clauses; give grammatical relation and state function of each subordinate clause.

*Analysis of the Compound Sentence* into clauses, (a) with two clauses; (b) with more than two.

*Analysis of the Compound Complex Sentence* into clauses, (a) with two principal clauses and one subordinate; (b) with two or more principal clauses and two or more subordinate clauses.

NOTE.—In the analysis of all sentences containing subordinate clauses give the grammatical relation and state the function of each subordinate clause. The analysis of the simple sentence and the principal clause in a sentence are alike.

*Phrases* may be arranged in the same classes in which words are arranged. If a phrase is used as a noun, or as a verb, it has the value of a noun or a verb; if it modifies the meaning of a noun, it has the value of an adjective; if it modifies the meaning of an adverb or an adjective it has the value of an adverb; if it modifies the meaning of a verb, it has the value of an adverb, or of a noun in the objective case.

NOTE.—A phrase is frequently introduced by a preposition, a participle, an infinitive, or a normal adjective (i. e. a word used regularly as an adjective). The first is a prepositional phrase, the second a participial

phrase, the third an infinitive phrase, the fourth an adjective phrase."—Welsh.

Pupils are expected to be able to analyze any ordinary sentence in the Third Reader, to know the different classes of sentences, and the different kinds of clauses and phrases with a correct knowledge of their functions, in addition to the limit prescribed for the Junior Third Class.

No text book is to be placed in the hands of the pupils. Teaching should be done orally and from the blackboard. Practice work to be taken from reading lessons.

### COMPOSITION.

Letter writing continued; correct in form, with capitals and punctuation marks; all letters to be properly folded and addressed.

Brief synopsis of reading lessons, or portions thereof; reproduction, imagination, and picture stories. The structure of simple, simple complex, compound and compound complex sentences should be taught practically by having pupils (a) condense two or more statements into a simple sentence; (b) condense three or more statements into (1) a simple-complex sentence, (2) a compound sentence, (3) a compound-complex sentence.

Expand words into phrases and clauses; expand phrases into clauses; contract clauses into phrases and phrases into words.

Connective words and their use.

NOTE.—Strictly insist upon the proper use of capital letters and punctuation marks in every exercise.

### WRITING.

Authorized Copy Books 3 and 4 ; dictation and composition exercises; transcription of lessons : making out accounts, see P. S. Arithmetic pages 56-59.

Review the formation of each letter separately, explain and illustrate the principles which govern the formation of both small and capital letters and give special drill on all words or letters badly written.

No shading of letters; observe instructions already given.

If possible let each pupil have a practice pad.

### SPELLING.

Dictation exercises from reading lessons ; numerals, cardinal and

ordinal ; geographical, grammatical, historical and arithmetical terms that occur in the lessons taught on these subjects ; words in common use, but not found in lessons.

Review special features of former limits.

Give exercises in the division of words into syllables.

All new words must be written neatly on the blackboard.

### DRAWING.

Review former limit and introduce pentagon, rhombus and rhomboid ; give exercises embodying these forms.

Review the terms used in the former limit, and introduce quadrisection, and point of intersection.

Authorized Drawing Book No. 4.

### HISTORY.

Conversational lessons—*The Indians* : Characteristics, their homes and manner of living. The Hurons, Algonquins, Iroquois : where located.

NOTE—Show on the map of North America, the relative positions of these tribes ; outline each topic on the blackboard.

*Discovery of America 1492* : The ships of the 15th century ; mariner's compass ; Columbus : a short sketch of his early life ; his theory ; his difficulties ; his success. Ferdinand and Isabella of Spain ; England and France eager to share the results. Other navigators : Cabot, Magellan, Drake, Frobisher.

*Discovery of Canada, 1534* : Jacques Cartier ; the fur trade ; the fisheries ; early attempts at settlement ; Champlain ; Jesuit Fathers ; merchant companies ; the one hundred associates.

*Canada under the French* : Indian wars ; royal government, 1663 ; Frontenac ; La Salle's discoveries ; treaty of Utrecht ; capture of Quebec, 1759 ; Wolfe ; Montcalm ; treaty of Paris, 1763 ; conspiracy of Pontiac.

*Military rule* : Quebec Act ; American revolution ; treaty of Versailles, 1783 ; U. E. Loyalists settle in Canada.

*Constitutional Act of 1791* : The first parliament ; Governor Simcoe ;

civil law of England; establishment of district Grammar Schools in 1807, of common schools in 1816; Sir Isaac Brock.

*War of 1812-14:* Battles of Queenston Heights, Stoney Creek, Moravia town, and Lundy's Lane; Tecumseh; Mrs. Secord; Treaty of Ghent, 1814.

*The Rebellion of 1837:* The Family Compact; the Clergy Reserves; Sir Francis Bond Head; McKenzie; Papineau; Lord Durham; the union of Upper and Lower Canada, 1841.

How we are governed: Townships; incorporated villages; towns; cities, counties.

NOTE.—No text book to be placed in the hands of pupils. Teach Geography and History conjointly; outline each topic before teaching it; use these topics as subjects for composition; have pupils write answers on blackboard.

### GEOGRAPHY.

Conversational lessons:—*Effects of sun's rays*, perpendicular, oblique. *Zones*: how produced, names, boundaries. *Seasons*: names, causes, revolution of the earth around the sun, inclination of its axis; equator, parallels of latitude, longitude; meridians, tropics, Arctic and Antarctic circles; land and water: their proportion and how distributed.

Maps. *North and South America*; countries with their capitals, mountains, lakes and rivers; Dominion of Canada; boundaries, capital, chief cities, provinces, with their capitals, railroads, canals; Ontario, counties with county towns, railroads, canals.

Public School Geography—Lessons 16, 19, 23 and 36, to be carefully prepared, lessons 20, 21, 22 and 24 to 31 inclusive, to be carefully outlined, omitting, however, minor details.

NOTE.—The purpose to be served in teaching these lessons is to give the pupils a general knowledge of the countries named in them, but not to load the mind with unimportant details.

Map Drawing:—North America, South America, Dominion of Canada, Ontario, Lakes Ontario, Erie, Huron, Superior, and the Georgian Bay, locating on each the principal ports.

Definitions—Review former limits thoroughly, and teach any definitions used in the P. S. Geography that have not been taught.

## ARITHMETIC.

1. Mental work:—Review former limit; easy exercises in addition, subtraction, multiplication and division of *simple fractions* and mixed numbers

NOTE—No problem to contain more than three separate quantities.

Percentage:—Calculating any rate on any number up to 100; application of per centage, (a) to calculate the profit and loss on sale of merchandise, (b) to compute the interest on any sum of money not exceeding \$100, for any number of years or months. No fractional numbers to be used.

2. Written work:—Sections IV and V of chapter IV, and sections I and II of chapter V; cancellation; problems in percentage to enable pupils to compute (a) the profit and loss on the cost price of merchandise; (b) the levying of taxes; (c) the interest on any sum of money for any number of years and months.

3. Theory:—To know the meaning of and be able to use correctly the following terms:—rectangle, square, quad, cube, dimensions of a surface, dimensions of a solid, perimeter, area, square of roofing or flooring, volume of a solid, integer, even number, odd number, prime and composite numbers, measure, common measure, G. C. M. percentage and its symbol %, principal, interest, time, rate per cent, rate per unit, amount, assessment, levying a rate, profit or gain, loss.



## Fourth Class, Junior 6th Year.

### READING.

- I Authorized Fourth Reader to page 200.
- II Supplementary Reading.
- III Special selections to be committed to memory.

The special purpose of this year's work is to apply practically the following principles relating to the proper inflection of the voice, viz :—*The rising inflection denotes incompleteness of statement, or appeal to the hearer's will or knowledge, and is the inflection of continuity, doubt, enquiry or deference. The falling inflection denotes completeness of statement or predicates the speaker's will or knowledge, and is the inflection of conclusion assurance, assertion or command.* The general purpose is to improve the quality of the reading by careful attention to fluency; naturalness of expression, the proper use of pauses, together with correct emphasis and inflection. It is better to develop the particular use of pauses, emphasis, and inflection from the general principles already given than it is to commit to memory a number of special rules. Cultivate the judgment by having pupils apply general principles to particular cases.

Lessons in geography and history should be used frequently as exercises in reading.

### LITERATURE.

1. In addition to what is required for the general work of the Third Class, pupils should be able to select and know the use of the following figures of speech, viz Metaphor, Ellipsis, Simile, Personification and Antithesis.
2. Sentence structure as illustrated by the following principle should be taught inductively: "*Words, phrases and clauses should be so placed that their grammatical relation may be readily seen.*"
3. The principles of expression as given on pages 11 to 16 Fourth Reader, should be taught practically and illustrated from time to time by selected passages from the reading lessons.
4. The historical connection of each of the following lessons should be carefully studied by the pupils: 7, 8, 27, 36, 38, 51, 52 and 66.

5. Memory lessons: those prescribed from time to time for the entrance examination.

### GRAMMAR.

Review of preceding limits.

*Noun.* Kinds—proper and common.

*Number.* Singular and plural; plural how formed.

*Case.* Nominative, possessive and objective; modes of denoting possessive.

*Pronoun.* Inflection, person, gender, number, case. Kinds—Personal, relative, interrogative; how used.

*Adjective.* Kinds—limiting, qualifying; Inflection, comparison, positive, comparative, superlative; how formed.

*Verbs.* Person, number, government, agreement. Tense—present, past and future. Mood—indicative and imperative; Conjugation—old and new; how distinguished; kinds—transitive and intransitive: auxiliary verbs—Conjugation, use; verb phrases—how formed, what they indicate; imple and compound tenses; Infinitive—its use, its two forms; Participle—its use, kinds, how formed; Adverb—use, comparison; Conjunction—its use in compound and complex sentences.

Analysis of simple, simple complex, compound and compound-complex sentences, with classification of phrases and clauses.

Parsing. State part of speech, grammatical relation and inflection as far as given in this limit.

Pupils are expected to analyze any ordinary sentence in the reading limit, and parse selected words, giving inflections specified in this limit.

NOTE—Text book to be used for reference; subject to be taught orally and from blackboard; practice work in reading lesson.

### COMPOSITION.

1. Review preceding limit with special reference to sentence structure, expansion and contraction of phrases and clauses, punctuation.

2. *Variety of expression*; changes of construction. Change an active verb into its passive form and *vice versa*. Change a word into a phrase, a phrase into a clause, and *vice versa*. Change the declarative into the inter-

rogative or exclamatory form and *vice versa*. Change the form by using the expletive "there" and the anticipative "it," and *vice versa*. Change from direct quotation or narrative into indirect quotation or narrative, and *vice versa*. Use of synonyms or equivalent expressions. Transposition of words, phrases, and clauses.

### 3. Paraphrasing selected passages.

NOTE.—Work out the paraphrase, idea by idea, and thought by thought, rather than word for word. The best paraphrase most closely follows the sense, and not the form or the words of the original. Let the words be fitly chosen and well arranged.

4. Synopses of lessons in literature, geography and history. Narrative and descriptive compositions: Historical and biographical sketches from historical studies.

NOTE.—Blackboard exercises are to be used in sentence structure, changes of construction, and paraphrasing. Pay special attention to the correction of errors.

## WRITING.

1. Authorized copy books Nos. 5 and 6; common business forms; dictation and composition exercises.

2. Book-keeping: single entry as far as to apply the following fundamental principle to any ordinary business transactions, viz: "*Debit* all persons who get in our debt, and *Credit* all persons who get out of our debt."

## SPELLING.

. Dictation exercises: geographical, grammatical, arithmetical, and historical names; words in common use not found in lessons; selected sentences containing words pronounced alike but spelled differently; division of words into syllables; common abbreviations.

Review special features of preceding limits.

## DRAWING.

1. Review former limit and introduce cone and pyramid; give exercises embodying these figures; drawing familiar objects, local buildings and simple forms of leaves and flowers.

2. Introductory lessons on perspective, introducing the terms, horizontal line, point of sight, centre of vision, ground line.

3. Drawing Book No. 5.

**HISTORY.**

1. Review preceding limit ; Canadian History from 1841 to 1867 ; outline history of the Maritime Provinces with a careful study of the causes and events that led to Confederation ; the Confederation Act of 1867.
2. English History to the end of the Tudor period ; how we are governed ; review of preceding limit ; Provincial parliament ; House of Commons ; Senate ; Lieutenant-Governors ; Governor General.
3. Biographical sketches of prominent men.

**GEOGRAPHY.**

Conversational lessons : climate, kinds, torrid, temperate, frigid, moist, dry, healthy, unhealthy.

Causes affecting climate: (a) As to heat: latitude, elevation, prevailing winds, ocean currents; (b) as to moisture: rain fall, adjacent bodies of water ; (c) as to healthfulness: purity of air, equable temperature.

*Maps.* Dominion of Canada as a whole; each of the provinces separately; review of Ontario minutely; Wentworth, United States, Mexico, Central America; West India Islands; Europe, British Empire.

**NOTE**—Lessons on these maps to be given conjointly with the study of the lesson in the P. S. Geography.

*Public School Geography.* Lessons 32, 33, 34, 35, 37, 38, 39 and 40 to be carefully prepared, and lessons 16, 19, 23 and 36 reviewed.

*Map Drawing.* All the maps studied either in P. S. Geography or from the blackboard; sections of maps should be given as exercises; sizes of maps enlarged or diminished according to a given scale.

*Commercial Geography.* The production of the farm, forest, fisheries, mines and factories; water communication and other means of transport of the countries named in lessons prescribed in P. S. Geography.

**ARITHMETIC.**

*Mental Work.* Simple problems in analysis, fractions and percentage.

**NOTE**—The work in mental arithmetic should practically cover the same ground as that prescribed for written work but the operations should be confined to small numbers.

*Written work.* P. S. Arithmetic; chapter V, section III, and chapter VI, sections I to VI inclusive; selected problems covering the work required for admission to senior fourth class.

*Theory.* To know the meaning of and be able to use correctly the following terms:—Multiple, common multiple, L. C. M., fractional unit, prime unit, fraction, numerator, denominator, proper and improper fractions, mixed numbers, simple and compound fractions, complex fractions.

### AGRICULTURE, (for rural schools only.)

Chapters I to IV inclusive. Authorized text book to be used.

### TEMPERANCE.

Conversational lessons on chapters I to XVIII inclusive. Authorized text book.

## Fourth Class Senior—7th Year

### READING.

- I. Authorized Fourth Reader, completed.
- II. Special lessons for entrance examination.
- III. Supplementary Reading.

The special purpose of this year's work is to cultivate proper vocal expression. This includes Modulation and Force. Modulation is to the sentence what emphasis is to the words in a phrase or a clause, or what accent is to the syllables in a word, and distinguishes the more important passages by a change of key. Force is the volume or degree of loudness used in reading, and may vary from a whisper to a shout. The voice of the reader adds to the selection a commentary on its sentiment and a judgment on its reasoning. The general purpose is to develop in the pupils the ability to read any selection with intelligence and expression; intelligence, to bring out clearly and definitely the thought; expression, to use such tones of voice as may be necessary to express the thought with proper effect.

Lessons in geography and history should be used frequently as exercises in reading.

### LITERATURE.

1. The general work of the Third and Fourth classes should be continued and in addition thereto the following figures of speech introduced and their uses taught, viz :—Hyperbole, Climax. Irony and Sarcasm.
2. Sentence structure as illustrated by the following principles should be taught inductively. (a) "*The beginning and the end are the emphatic places in the sentence, hence changing the natural order emphasizes important words and phrases and adds to the force and beauty of the sentence.*" (b) "*A sentence should have unity and continuity of thought.*"
3. The principles of expression as given on pages 11 to 16, Fourth Reader, should be taught practically, and illustrated from time to time by selected passages from the reading lessons.
4. The historical connection of each of the following lessons should be carefully studied by the pupils :—68, 75, 76, 79, 80, 84, 85, 86, 92, 93, 95, 96 and 101.
5. Memory lessons : Those prescribed from time to time for the entrance examination.

## GRAMMAR.

Review carefully the accompanying outline of the English sentence.

Analysis of sentences and paragraphs in Fourth Reader.

Parsing selected words and phrases.

Correction of errors in syntax with reasons.

Construction of sentences giving grammatical equivalents for words, phrases and clauses.

Teach such technical terms (not found in these limits,) as may be necessary to enable the pupils to understand clearly the structure of the sentence, and the functions of the different elements that enter into its construction.

## OUTLINE OF THE ENGLISH SENTENCE.

- |                |  |   |  |
|----------------|--|---|--|
| 1. As to form, | { Simple.<br>{ Simple-Complex<br>{ Compound.<br>{ Compound-Complex | 2. As to statement,   | { Declarative.<br>{ Interrogative.<br>{ Imperative.<br>{ Exclamatory.                          |
|                | Words . . . . .  | { Noun.. . . . { Proper.<br>{ Common.<br>{ Pronoun . . . { Personal.<br>{ Relative.<br>{ Adjective . . . { Interrogative.<br>{ Limiting.<br>{ Qualifying.<br>{ Verb. . . . . { Transitive.<br>{ Intransitive.<br>{ Adverb. . . . { Simple<br>{ Conjunction<br>{ Preposition.<br>{ Conjunction.<br>{ Interjection. | { Subject.<br>{ Predicate.<br>{ Object.<br>{ Prepositional.<br>{ Infinitive.<br>{ Participial. |
|                | Phrases . . . . .  | { Kind . . . . .<br>{ Functions. . . .  | { Noun.<br>{ Adjective.<br>{ Adverb.<br>{ Verb.  |
|                | Clauses . . . . .  | { Kind . . . . .<br>{ Functions . . .   | { Principal.<br>{ Subordinate.<br>{ Noun.<br>{ Adjective.<br>{ Adverb.                         |
3. As to elements.

4. Analysis of the sentence. (a) State kind of sentence (1 and 2); (b) give number of clauses and state kinds; (c) read or write each clause separately; (d) give grammatical relation, and state functions of each sub. clause.

5. Analysis of the Clause. (a) Give subject word and modifiers, state functions of each; (b) give predicate word or words and modifiers, state functions of each; (c) give object word (if any), and modifiers, state functions of each.

### COMPOSITION.

1. Review briefly sentence structure, expansion and contraction of phrases and clauses, punctuation, and changes of construction.

2. Paraphrasing : select more difficult passages in poetry and prose.

3. Paragraph : unity and continuity ; logical sequence of sentences.

4. Narrative and descriptive composition.

5. Historical and biographical sketches from historical studies.

6. Essay writing : not less than 30 nor more than 60 lines.

NOTE I.—The following general outline may be suggestive in writing upon any given theme : (a) introduction, select some suitable topic for a beginning ; (b) explanation, outline method of discussion under suitable heads ; (c) discussion, discuss each heading separately ; (d) conclusion.

NOTE II.—Use blackboard exercises frequently in teaching composition to secure, (a) correct form of sentences ; (b) variety of expression ; (c) suitable outlines for essays.

### WRITING.

1. Book-keeping : single entry as far as to apply the following fundamental principles to any ordinary business transaction, viz:—(a) "*Credit* all persons whom we owe, and *debit* all persons when we get out of their debt." (b) *debit* all persons who owe the business on account, and *credit* all persons the business owes on account.

2. Common business forms.

3. Dictation and composition exercises.

### SPELLING.

Dictation exercises : selected sentences containing words pronounced



alike but spelled differently ; geographical, grammatical, arithmetical and historical names ; division of words into syllables ; common abbreviations.

Review special features of preceding limits.

### DRAWING.

1. General review of figures and definitions; drawing familiar objects, local buildings and simple forms of leaves and flowers.
2. Explanation and use of terms, section, elevation, end view, top view, front view.
3. Exercises in perspective as far as contained in drawing books.
4. Drawing Book No. 6.

### HISTORY.

1. Review preceding limits, with special reference to the growth and developement of our system of government, municipal and parliamentary.
2. Canadian History from 1867 to the present time.
3. English history from close of Tudor period to the present time.
4. Nineteenth century progress.
5. Biographical sketches of prominent men of this century.

### GEOGRAPHY.

*Conversational lessons.* Races of mankind—Caucasian, Mongolian, Malay, Negro, American; their characteristics and distribution; condition, savage, barbarous, half-civilized, civilized. The animal kingdom in each zone; the vegetable kingdom in each zone; the difference in the seasons, north and south of the equator.

*Maps.* Review maps in preceding limit; Asia, Africa, Australia, British Islands,

*P. S. Geography.* Lessons 41 to 46 inclusive; review carefully lessons 19, 23, 39 and 46.

*Map Drawing.* Continued so that pupils shall be able to outline any of the principal maps from memory, more especially those of the Dominion of Canada, Ontario, Wentworth, British Islands and their dependencies.

**COURSE OF STUDY.**

*Commercial Geography.* The principal areas where the following products are obtained: gold, silver, copper, iron, lead, tin, coal, salt, grains and their kinds, fruits and their kinds, cotton, sugar, tea, coffee, spices, rice, tobacco, silk, wool, hides, lumber, petroleum, and any article we export or import.

NOTE.—Make imaginary voyages from one port to another, and return, describing cargo going and coming, and the route.

**ARITHMETIC.**

*Mental work.* Problems in analysis, fractions and percentage.

*Written work.* P. S. Arithmetic, chapter vi, sections 7 and 8, and chapters vii and viii; easy problems in square root; selected problems covering the work prescribed for entrance examination; easy problems in mensuration.

Theory. Review preceding limits and take up the remaining technical terms used in the Public School Arithmetic.

**AGRICULTURE—(For Rural Schools only).**

Chapters 5, 6, 7 and 16, authorized text book.

**TEMPERANCE.**

Text book and work prescribed for entrance examination.

## Fifth Class—8th Year

**READING.**—A general knowledge of the principles of orthoepy and of elocution; reading, spelling and syllabication.

**ENGLISH GRAMMAR.**—Etymology and syntax; exercises chiefly on authors not prescribed.

**ENGLISH COMPOSITION AND RHETORIC.**—The framing of sentences and paragraphs; paraphrasing of prose; expansion and contraction of prose passages; synonyms; correction of errors; rhetorical analysis of passages from prose authors not prescribed; themes on familiar subjects and the prescribed texts; familiar and business letters.

**ENGLISH POETICAL LITERATURE.**—Intelligent comprehension of and familiarity with the prescribed texts; memorization of the finest passages; oral reading of the texts.

**HISTORY AND GEOGRAPHY.**—The leading events of Canadian and English history—the nineteenth century more particularly. Commercial, physical, and mathematical geography. Geography of Canada and the British Empire more particularly.

**ARITHMETIC AND ELEMENTARY MENSURATION.**—Arithmetic in theory and practice; special attention to commercial problems; area of rectilinear figures, and volumes of right parallelopipeds and prisms; the circle, sphere, cylinder and cone.

**COMMERCIAL COURSE.**—Writing; Precis writing and indexing; book keeping, single and double entry; commercial forms; general business transactions.

**AGRICULTURE (for rural schools.)**—Authorized Text Book.

**DRAWING.**—Freehand; practical geometry; perspective; object drawing, and industrial designs.

**NOTE.**—Algebra, Geometry, Botany and Physics shall be optional subjects and shall be taken up only when, in the opinion of the Inspector and Trustees, the circumstances of the school permit of their being thoroughly taught without injury to the other classes. Physics should not be taken up unless a proper supply of apparatus is provided.

