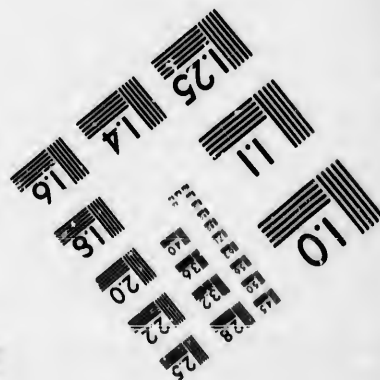
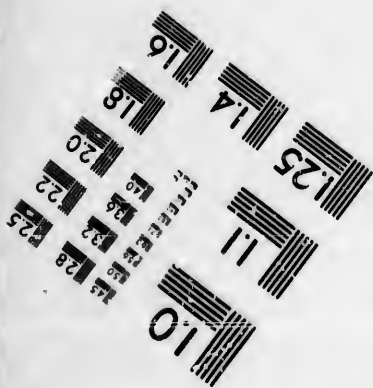
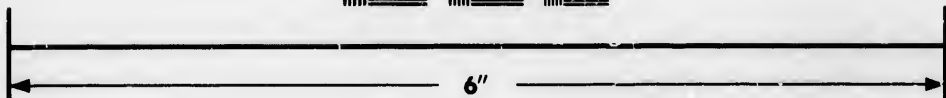
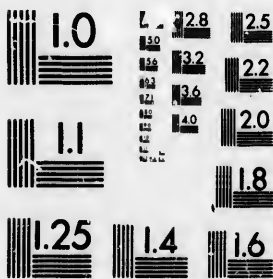


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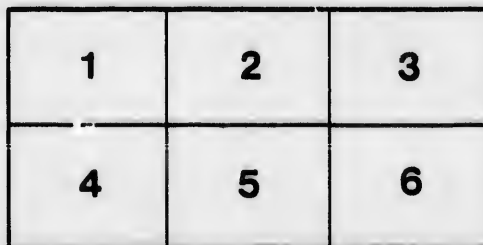
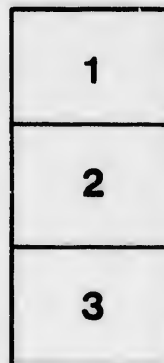
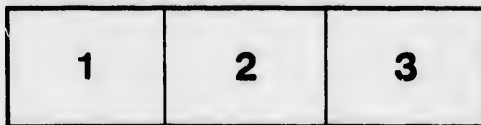
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# FOR PROMOTION OF FIRST CLASSES

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.

**Drawin**g.—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 : **ILTHFENMAKV WXYZPBRDJUOQGS**. The exercises on the fly-leaf 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, q p 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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CLASS I. PART II.

# 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 & III, or 4 and 6 and 3.  
17 = IIIII & IIIII & III & III, or 8 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*.

