

(b) Stories.—Tell and discuss the story after which the pupils enact the scenes already discussed.

NOTE.—Suitable music should be procured and played during the construction of the pictures and stories.

Movements in Frieze:—

A theme is chosen; after discussion by pupils and teacher, groups are formed, and the frieze moves to music, across a given space.

Types.—“Slave March”; a procession including heralds, soldiers, slaves, &c. Friezes representing four seasons of the year, &c.

Rhythmic Dancing:—

In this instance phrases of music are interpreted by steps designed by the pupils or teacher.

Types.—“Fairies in the Wood,” “Copellia,” “Eccossaise,” “Blue Danube,” “Minuet,” “Bird Flight.” Any original dances which provides movements to music that may justly come under the heading of eurhythmics may here be included.

Grade VII.—Course for all Subjects.

ENGLISH

LITERATURE.

(a) *Reading.*—

- (1) British Empire Reader, Book VI.
- (2) The Tasmanian History Reader, Book V.
- (3) At least three approved supplementary readers.
- (4) At least six books, of each of which the pupil must write a synopsis in his composition-book.
- (5) Use of dictionary.

Occasional readings should be given by the teacher or by a pupil who reads well.

The matter should be chosen outside the text-books, and is intended to secure attention to exceptional pas-

sages from new books or magazines. Every encouragement should be given to home reading. Short passages of exceptional prose may also be learned to draw attention to the rhythm of good sentences. These should be shown in the programme of work.

(b) *Poetry*.—To learn and repeat at least sixty lines each quarter. The poems are to be studied intensively.

Figures of speech as for Grade VI.

LANGUAGE.

(a) *Speech-training*.—Daily exercises to cultivate the habit of clear and correct speech. Continuance of drill work as prescribed under Grade V.

(b) *Oral*.—Continuation of dramatic exercises, debates, lecturettes, and accounts of current topics. The correction of such errors as fall within the scope of the grammar taught. Special attention should be given to mistakes in collocation of adjectival and adverbial phrases and clauses; the elements of style, e.g., the use of the participle. Study of the paragraph.

(c) *Written*.—Written exercises in expanding notes into continuous prose. Devices for securing emphasis and variety. Direct and indirect speech. Choice of words introducing simple exercises in synonyms and antonyms. Exercises in the use of simple figurative language. Letters and simple business forms—cheques, postal notes, telegrams and cablegrams, bank deposit slips.

(d) *Sentence-structure*.—As for Grade VI. Also synthesis. Noun clause as subject, object, and in apposition. Use of participial, absolute, and infinitive phrases.

(e) *Grammar*.—The grammar as prescribed for Grade VI, with a more extended knowledge of the verb, e.g., the function of the helping verbs *to be*, *to have*, *shall*, and *will*, *do*. The difference between *shall* and *will* to express futurity and to express a threat or determination. Other grammatical difficulties will suggest themselves in the course of the oral work, e.g., the difference between "He hurt the boy more than I," and "He hurt the boy more than me."

SPELLING AND DICTATION.

Spelling of words from the British Empire Reader, Book VI., and those prescribed in the spelling-book. Word-building to aid in the teaching of spelling.

N.B.—Tests of eight lines of prose from the British Empire Reader, Book VI., and twelve words from the Tasmanian Spelling-book.

Common prefixes and roots, as listed in the spelling-book.

The teaching should not be restricted to the prescribed list.

WRITING.

(a) In all books carefully-written work with pen and ink.

(b) Practice to secure speed, and yet to maintain a good form of writing.

MATHEMATICS.

(*The Tasmanian Exercises in Arithmetic* to be used.)

Mental Arithmetic; To cover the limits of the work prescribed below.

Written Arithmetic;

(a) Vulgar fractions, with simple applications. L.C.M. and G.C.M. and reduction of fractions to lowest terms.

e.g., $\frac{11725}{25795}$

(b) Decimals (four operations), with application, including decimalization of money.

(c) Simple and compound practice.

(d) Unitary method. Ratio and proportion.

(e) Percentages.

(f) Simple interest, including amount, and finding rate, time and principal.

(g) Discount, commission, rates and taxes.

(h) Profit and loss.

(i) Square root and simple applications.

(j) Averages.

(k) Bills of parcels.

(l) Long tots.

(m) Compound interest.

Mensuration—

As for Grade VI., and areas of trapeziums, quadrilaterals (irregular figures), the area and circumference of circles. ($\pi = 3\frac{1}{4}$)

Rooms—easy practical problems arising therefrom. Volumes of cubes, rectangular solids, and cylinders.

Geometrical and Ruler Work—

As set out in text-book, omitting all problems involving a knowledge of the metric system.