

1930, *The Course of Instruction for the Primary Schools: with notes and appendices (Revised, 1929)*, Education Department, South Australia, pp. 10-19, 71-100.

The Course of Instruction for Primary Schools

(Revised 1929)

Course A

(For Schools with more than one assistant).

ENGLISH

GRADE I.-AGES 6 TO 7 YEARS.

Reading.-Adelaide Primer I., and Primer II. to page 29, and easy sentences based on the words contained in the lessons, and written on the blackboard.

Poetry.-Nursery rhymes, jingles, and short simple poems correlated with nature lessons, etc., to be recited with suitable actions; at least 24 lines per quarter to be memorised. The poems should be illustrated by pictures or drawings.

(Recitation is recommended as a welcome break at the change of lessons.)

Language (Oral).-Encouragement of free conversation between teacher and children upon subjects familiar to them-their homes, meals, pets, gardens, games, pictures, nature lessons, etc. The conversation should be conducted chiefly in a series of simple sentences.

Simple nursery stories, fairy tales, myths, and legends, told by the teacher to the children, as a basis for continuous narrative.

Exercises to train children to speak clearly with good pitch and without drawling or a nasal tone. Much of this may be done in play exercises.

Spelling.-To make words, using sounds dealt with in Primer I. Spelling of eight words per week chosen by the teacher from the lessons read. Transcription of words.

Writing.-To write with chalk or lead pencil from the teacher's copy. No thickening of the down-stroke is to be attempted; loops should be used from the beginning. Capital letters will not be required.

NOTES (1).-*The use of Montessori insets and sandpaper letters is strongly recommended in the teaching of writing.* (2) *In Infant Departments, the script style of writing will be used. In all other schools the use of script or cursive writing will be decided by the Head Teacher. Script writing may be continued throughout the school or the change over from script to cursive may be made at such time as the Head Master determines, provided that it shall be made in the Infant Department only after the annual inspection, by arrangement with the Infant Mistress.*

GRADE II. – AGES 7 TO 8 YEARS.

Reading.—To read with reasonable fluency and expression, the Adelaide Primer II. and the Introductory Reader.

At least four approved story books are to be read in oral and silent reading lessons as supplementary readers. These should be used chiefly as a means of creating interest; it is not intended that they should be studied in detail.

Free choice reading from the class library, and from free reading material.

Drill in phonics, to ensure clear enunciation, should be given daily.

Poetry.—Nursery rhymes, jingles, and short simple poems correlated with nature lessons, etc., to be recited with suitable actions: at least 24 lines per quarter to be memorised. The poems should be illustrated by pictures or drawings.

(Recitation is recommended as a welcome break at the change of lessons.)

Language (Oral).—Encouragement of free conversation between teacher and children upon subjects familiar to them – their homes, meals, pets, gardens, games, pictures, and nature and other suitable lessons, etc. The conversation should be conducted chiefly in a series of simple sentences. Care should be taken to prevent the frequent repetition of “and,” “and so,” “and then,” “so,” etc.

Simple nursery stories, fairy tales, myths, and legends, told by the teacher to the children, as a basis for continuous narrative.

Longer stories, to be used as scheme stories, may be given; these should be continued weekly until completed.

The children should be trained to express their thoughts clearly, distinctly, and in complete sentences.

Attention should be paid to the correction of errors in ordinary speech, including mispronunciation of common words.

Language (Written).—After a nature or a language lesson, the children should be allowed to express one or two thoughts on paper in writing, and to use capital letters and full stops in simple sentences.

Spelling.—Twelve words per week chosen by the teacher from the lessons read in Primer II. and from the easier words in the Introductory Reader.

Transcription of words and short sentences.

Dictation exercises commencing with sentences of four or five words, and working up to two lines of print from Primer II. (These exercises are intended to train the child to write from dictation, so that he may successfully meet the tests that may be set in higher classes; they are not intended as a spelling test.)

Writing.—To write short sentences on paper, with lead pencil, from the teacher’s copy; the height of the small letters should be about three-sixteenths of an inch.

No thickening of the down-stroke is to be attempted.

Transcribing short sentences in books, the copies being set on the blackboard. Figures and simple capital letters are to be taught. Pupils should be able to write their names.

GRADE III. – AGES 8 TO 9 YEARS.

Reading.—To read with reasonable fluency and expression the Adelaide Reader I. Drill in phonics to ensure clear enunciation should be given at the commencement of each oral reading lesson. (See pp.71-78.)

At least eight approved story books are to be read in oral and silent reading lessons as supplementary readers. These should be used chiefly as a means of creating interest; it is not intended that they should be studied in detail.

During some reading lessons, short periods should be devoted to silent reading, to enable the pupils to grasp the thought content of the lesson; this must be done under the direct supervision of the teacher, who should test from time to time their knowledge of the subject matter.

Free choice reading from the class library. A record of books read should be kept by teacher or pupil.

Poetry.—Short narrative or nature poems, etc; at least 30 lines per quarter to be memorised. Care is to be taken that the pupils grasp the meaning of the poem, with due attention to enunciation, articulation, and rhythm. (See pp. 90-95.)

(Recitation is recommended as a welcome break at the change of lessons.)

Language (Oral).—Careful instruction at every lesson in the art of speaking correctly. Further special oral instruction by means of picture talks, observation talks, and discussions on the subject matter of reading lessons, etc.

Practice in using correct forms of speech in greetings, requests, and messages.

The answers of the pupils should be expressed clearly, distinctly, and in complete sentences.

Language (Written).—Writing short sentences in answer to a question, or upon a simple topic. The use of capital letters, the period, the mark of interrogation.

Spelling.—The Australian Progressive Spelling Book, as prescribed for Grade III. Dictation exercises of three lines of print from the reader, and four words selected from the work in the spelling book.

Writing.—In Adelaide Copy Books, Nos. 3 and 3A. (No. 3 may be done in lead pencil.)

Transcription of passages and words from the reading lessons.

Drill in letters and figures.

Exercises for slope, stroke, shape, size, space, and height.

Carefully written work in dictation books and work books.

(All written work, excepting that in copy and transcription books, may be done in lead pencil.)

GRADE IV. – AGES 9 TO 10 YEARS.

Reading.—To read with fluency and expression the *Children's Hour*, Grade IV., and the Adelaide Reader II. Drill in phonics, to ensure clear enunciation, should be given at the commencement of each oral reading lesson. (See pp. 71-80.)

At least eight approved story books are to be read in oral and silent reading lessons as supplementary readers. These should be used chiefly as a means of creating interest; it is not intended that they should be studied in detail.

During some reading lessons, short periods should be devoted to silent reading, to enable the pupils to grasp the thought content of the lesson. The teacher should test from time to time their knowledge of the reading matter.

Free choice reading from the class library, under the direct supervision of the teacher. A record of books read should be kept either by teacher or pupil.

Reading by the teacher for short periods, of suitable poems and stories. (See pp. 71-75.)

Poetry.—As for Grade III.

Language (Oral).—Oral expression of the subject matter of reading and other lessons.

Practice in continuous statement, in narration, and in description of events within the experience of the child.

Expanding simple sentences by the use of adjectives and adverbs.
Dramatisation of stories, poetry, etc., should be encouraged.

Correction of common errors of speech.

Language (Written).—Short exercises on common topics of special interest to children, and the reproduction of the substance of stories.

The use of the comma and the apostrophe as a sign of the possessive (simple examples only).

Abbreviations – Mr., Mrs., Dr., Rev.

Grammar.—Recognition of the subject and predicate in the simple sentence; the functions of verb, noun, pronoun, adjective, and adverb. (See p. 88.)

(Teachers are recommended to use "The Model Classbooks of English," Book II., by Chambers and Ker (Blackie & Son, Ltd.), or "Arnold's Language Lessons," as an aid to the teaching of language and grammar. These books should not be placed in the hands of the pupils.)

Spelling.—The Australian Progressive Spelling Book, as prescribed for Grade IV.

Lists of words which have been found to present special difficulty in dictation, composition, and other lessons should be kept by the teacher.

Dictation of four lines of print from lessons read in the Adelaide Reader II. and six words selected from the work in the spelling book.

Writing.—In Adelaide Copy Books, Nos. 4 and 4A.

Transcription of passages and words from the reading lessons.

Drill in letters and figures.

Exercises for slope, stroke, shape, size, space, and height.

At this stage children should be trained to rule all lines.

(All written work excepting that in the work books is to be done in ink.)

GRADE V. – AGES 10 TO 11 YEARS.

Reading.—To read with fluency and expression the *Children's Hour*, Grade V. and VI., and the Adelaide Reader, III. Drill in phonics, to ensure clear enunciation, should be given at the commencement of each oral reading lesson. (See pp. 71-80.)

At least ten approved story books are to be read in oral and silent reading lessons as supplementary readers. These should be used chiefly as a means of creating interest; it is not intended that they should be studied in detail.

During some reading lessons, short periods should be devoted to silent reading, to enable the pupils to grasp the thought content of the lesson. The teacher should test from time to time their knowledge of the subject matter.

Free choice reading from the class library, under the direct supervision of the teacher. A record of books read should be kept either by teacher or pupil.

Reading by the teacher, for short periods, of suitable poems and stories. (See pp. 71-75.)

Poetry.—To study short poems, single stanzas, and detached couplets: not less than 40 lines per quarter to be memorised, including at least two choice quotations in poetry or prose.

Care is to be taken that the pupils grasp the meaning of the poem, with due attention to enunciation, articulation, and rhythm. See pp. 90-95.)

Language (Oral).—Oral expression of the subject matter of reading and other lessons.

Practice in continuous statement, in narration, and in description, of events within the experience of the child.

Dramatisation of stories, poetry, etc., should be encouraged.

Expanding simple sentences by the use of adjectives and adverbs.

Correction of common errors of speech.

Conversion of simple sentences from singular to plural form.

Expanding sentences by the addition of phrases and clauses.

Language (Written).—Narrative composition on topics of special interest to children.

Personal letters, with special attention to form and punctuation.

Fitting together the elements of the simple sentence, *i.e.*, subjects to predicates, predicates to subjects.

Use of quotation marks.

Abbreviations-a.m., p.m., names of months, Co., etc., P.S., pp. No., St.

Grammar.—Construction of simple sentences with qualifying and modifying words and phrases.

Analysis of simple sentences into subject, predicate, object, and adverbial adjuncts.

Functions of all parts of speech.

(Teachers are recommended to use "The Model Classbooks of English," Books II. And III., by Chambers & Ker (Blackie and Son., Ltd.), or "Arnold's Language Lessons," as an aid to the teaching of language and grammar. These books need not be placed in the hands of the pupils.)

Spelling.—The Australian Progressive Spelling Book, as prescribed for Grade V. Lists of words which have been found to present special difficulty in dictation, composition, and other lessons, should be kept by the teacher.

Dictation lessons of six lines of print from lessons read in the Adelaide Reader III., and eight words selected from the work covered in the spelling book.

Writing.—In Adelaide Copy Books, Nos. 5 and 5A.

Transcription of prose and poetry with due regard to punctuation marks.

Careful writing and methodical arrangement of work in all books.

Drill in letters and figures.

Exercises for slope, stroke, shape, size, space, and height.

(All written work excepting that in the work books is to be done in ink.)

GRADE VI. – AGES 11 TO 12 YEARS.

Reading.—To read with fluency and expression the *Children's Hour*, Grades V. and VI., and the Adelaide Reader IV.

Drill in phonics, to ensure clear enunciation, should be given at the commencement of each oral lesson. (See pp. 71-81.)

At least ten approved story books are to be read in oral and silent reading lesson as supplementary readers. These should be used chiefly as a means of creating interest; it is not intended that they should be studied in detail.

During some reading lessons, short periods should be devoted to silent reading, to enable the pupils to grasp the thought content of the lesson. The teacher should test from time to time their knowledge of the subject matter.

Free choice reading from the class library, under the direct supervision of the teacher. A record of the books read should be kept either by teacher or pupil.

Exercises in the use of the dictionary.

Reading by the teacher, for short periods, of suitable poems and stories.

Poetry.—To study poems, single stanzas, detached couplets, proverbs, notable sayings and choice prose passages; not less than 40 lines per quarter to be memorised, including at least two choice quotations in poetry or prose.

The pupils should have a good knowledge of the thought content of the literature taught. Children should be encouraged to enter in their book of gems, and to memorise verses that appeal to them.

Language (Oral).—Conversations on current events and on the subject-matter of the reading lessons. Recasting sentences to give new forms while preserving the thought.

The structure of the sentence in accordance with the work prescribed for this grade under "Grammar"; correction and improvement of the faulty sentences of the pupils in their written exercises; references to passages of merit in the literature read.

Short debates and lecturettes. (See p. 85.)

Language (Written).—Writing and addressing private letters, writing stories, both real and imaginary, including imaginary conversations. Reproduction of lessons. First ideas of paragraphing. Punctuation in full.

Practice in changing from direct to indirect speech and *vice versa*; no broken quotations.

Abbreviations-B.C., A.D., inst., J.P., R.S.V.P.

Grammar.—Construction of complex sentences introducing easy adjectival and adverbial phrases and clauses.

General analysis corresponding to the synthesis above; analysis of clauses into subject, predicate, object, and adverbial adjuncts.

Revision of all parts of speech.

Parsing within the following limits: -

Noun-Kind (proper or common), person, number, and gender.

Pronoun-Kind (personal or relative), person, number, and gender.

Adjective-Degrees of comparison.

Verb-Transitive or intransitive use, voice, tense (present, past, future).

Adverb-Time, place, and manner-degrees of comparison.

(Teachers are recommended to use "The Model Classbooks of English," Books III. and IV., by Chambers & Ker. Or "Arnold's Language Lessons," as an aid to the teaching of language and grammar. These books need not be placed in the hands of the children.)

Spelling.—The Australian Progressive Spelling Book, as prescribed for Grade VI.

Lists of words which have been found to present special difficulty in dictation, composition, and other lessons, should be kept by the teacher.

Dictation lessons of eight lines of print from lessons read in the Adelaide Reader IV., and eight words selected from the work in the spelling book.

Writing.—In Adelaide Copy Books Nos. 6 and 6A.

Careful writing and methodical arrangement of work in all books.

B-PRIMARY SCHOOLS.

Drill in letters and figures.

Exercises for slope, stroke, shape, size, space, and height.
(All written work, excepting that in the work books, is to be done in ink.)

GRADE VII. – AGES 12 TO 13 YEARS

Reading.—To read with fluency and expression, the *Children's Hour*, Grade VII., and the *Adelaide Reader* V.

At least ten approved story books are to be read in oral and silent reading lessons as supplementary readers. These should be used chiefly as a means of creating interest: it is not intended that they should be studied in detail.

Free choice reading from the class library under the direct supervision of the teacher. Each pupil should keep a record of the books he has read. (See pp. 73-83.)

Reading by the teacher of suitable poetry and prose.
Exercises in the use of the dictionary.

Poetry.—To study short poems, single stanzas, detached couplets, proverbs, notable sayings and choice prose passages; not less than 50 lines per quarter to be memorised, including at least two choice quotations in poetry or prose.

The pupils to have a good knowledge of the thought content of the poem, and some general knowledge of the more important authors. (See pp. 90-97.)

Language (Oral).—Conversations on current events and on the subject-matter of the reading lessons. Recasting sentences to give new forms while preserving the sense.

Short debates and lecturettes. (See p. 85.)

The structure of the sentence in accordance with the work prescribed for this grade under "Grammar; correction and improvement of the faulty sentences of the pupils in their written exercises; reference to passages of merit in the literature read.

Language (Written).—Composition within the children's experience, including descriptive, narrative, and imaginative subjects. The paragraph. Recognition of simple figures of speech (simile, metaphor, personification), and the use of participial, appositional, and absolute phrases. These are to be used in the composition exercises, but need not be defined nor need the phrases be classified.

Writing and addressing private and business letters, including letters of invitation, answers to advertisements, etc.

Abbreviations.—B.A., M.A., B.Sc., *i.e.*, *e.g.*, *viz.*, M.P., M.L.C.

Grammar.—Analysis of complex sentences, as set out in the Notes. (See pp. 88-89.)

The noun clause as subject and object.

Nouns in apposition.

Parsing as in Grade VI., with the following additions:—

Noun and pronoun—Case (nominative, possessive, objective, with relation).

Verb—With agreement in number and person. Mood. (Compound verbs *e.g.*, "was harnessing," "have been killed," to be parsed as one word).

Preposition—*Vide* Notes. (p. 89.)

Conjunction—*Vide* Notes (p. 89.)

Common rules of syntax.

Simple figures of speech as outlined in Language (Written), (Teachers are recommended to use the "Model Classbooks of English," Book V., by Chambers & Ker, "Arnold's Language Lessons" or Lay's "Pupils Classbook of English

Composition," Part IV., as an aid to the teaching of language and grammar. These books need not be placed in the hands of the pupils.)

Spelling.—The Australian Progressive Spelling Book, as prescribed for Grade VII.

Lists, kept by the teacher, of words which have been found to present special difficulty in dictation, composition, and other lessons.

Dictation lessons of 10 lines of print from Reader V., omitting lessons 5, 8, 13, 23, 31, 32, 33, 38, 40, 41, 53, 57, 70, 71 and 72, and 10 words selected from the work in the spelling book.

Writing.—Careful writing with increased speed and methodical arrangement of work in all books.

Further exercises for slope, stroke, shape, size, space, and height.

Notes on the Course of Primary Instruction

1929

ENGLISH

Reading

Reading is the means of unlocking for us the noble thoughts of the past, so that the great ideas that genius has created throughout the ages become our own. The work of the teacher is to see that children are taught so to read and to speak, that these treasures may be theirs in fullest measure. Reading has been defined as the delivery of language from writing; speaking as the utterance of spontaneous composition; but both delivery and utterance need to be so guided that the best shall be the result. If, however, unintelligibly and unimpressedly delivered, reading of even the noblest thoughts becomes a purely mechanical process.

Understanding necessary.—Unless the reader understands the subject matter, the process of reading is to him, so far as mental growth is concerned, flat, stale and unprofitable. A striking example is furnished by the daughters of John Milton. The poet, with his strong views regarding the inferiority of the feminine intellect, had his daughters so trained that they were able to read to him passages from Hebrew, Latin, and Greek books. But although they were familiar with the pronunciation of the words, they were ignorant of their meaning. No wonder that the daughters rebelled at their being used as human phonographs, and displayed unfilial conduct. Good reading involves a clear understanding of the matter read.

Comprehension of subject matter.—To read well, the thoughts of the author must first be received into the reader's mind and then delivered as the author would himself have uttered them. Set a child to read matter above his comprehension, and the act becomes at once a mechanical process. We see, then, that the first great consideration for good reading is a thorough grasp of the subject-matter beforehand, together with such command of the voice as will give to the words of the book the meaning which the author intended to convey. Each phrase, or cluster of words, has been aptly likened to a many-sided crystal which may be made to reflect light from any of its facets, according as each is illuminated. Emphasis, then, is essential to expression; good reading involves close thinking, both as to the subject-matter and its delivery.

Vocabulary.—To instil these principles when a child begins to read from books, is the duty devolving upon every teacher. Naturally a child's vocabulary is very limited, how limited depends largely upon his home environment, for we must remember that the vocabularies of adults vary considerably. To enlarge the child's vocabulary and to give his words their true and full meaning is the task of the teacher, beginning when the first steps are taken in reading and in expression. To do this effectively will require tact on the part of those who thus essay to overcome what may be faulty home-speech. It is not sufficient that the child should know how to speak; he must be trained to use correct pronunciation and expression. Nor must the teacher do too much himself; he is merely to set an example and then to direct the child's expression. Very young children do not need formal reading to enlarge their minds, language lessons will develop the power that subsequently enables them to master the reading lessons. The fact that a teacher is seen to use a book as a storehouse from which he brings out the

story or the picture that enthrals will lead the children, at length, to desire also to read.

Phonics. -To secure the correct association between sounds and symbols, daily practice is needed in exercises which stress one or another of the many difficulties. The chief cause of defective speech is the wrong use of the organs of speech. Teachers should demonstrate the correct use of the lips and tongue, and devise special exercises for the children. The mistakes most commonly made by children are: -

- (a) The omission or misplacing of "h."
- (b) Incorrect pronunciation of vowels and diphthongs; *e.g.*, in cow, may, cry, blow, ask, cool, etc.
- (c) Incomplete sounding of the initial consonants and groups of consonants: p, b, th, str. etc.
- (d) The omission or incorrect sounding of final consonants: ch, sh, th, nd, st, ts.
- (e) The slurring of sounds: this song, night and *day*, this morning (smorning).

Certain poems like "Sweet and Low," "Slumber Song," "Where the Bee Sucks," "The Shakes of Night," "morning's at Seven," afford excellent examples for practice.

LOWER SCHOOL.

The reading lesson, in all stages, is only one means of training the child in English, but it is a very important means. In the lowest grades, it must be supplemented by the telling and re-telling of stories. From this the child gathers, not only beautiful thoughts, but good English, provided the stories are told in simple, pure language. The telling of any story conveys much of the teller's own personality, and affords scope for dramatic touches which never fail to arrest the child's attention.

The stories should be simple and bright, and anything approaching either the gruesome or the sad should be avoided. A child should be happy in his school-life; therefore, while he is listening to a story, too much insistence need not be placed upon his bodily posture; an easy attitude of body will help the mental process.

In re-telling, the child should give complete statements with proper pronunciation and clear enunciation. This applies, indeed, to all oral work. Thus every oral lesson will become a lesson in English.

MIDDLE SCHOOL.

At this stage of school-life, the reading lesson requires more strenuous application. Its main object is to train the pupil's voice and ear, so that he shall be able to read aloud so distinctly and expressively that his reading will convey both pleasure and profit to the hearer. This involves a grasp of the meaning of the subject-matter. Every explanation by the teacher should be short, simple, and to the point. Special examples in pronunciation should be given, and, as an introductory exercise to a lesson, a few minutes with the aid of the blackboard will help emphasis and phrasing.

A teacher should not do too much himself. Slavish imitation is not true training of the pupil's own powers. He should be shown occasionally and then encouraged to read so that he gives his own emphasis and interpretation to passages other than those read by the teacher. Self-expression should be one of the aims of the reading lesson. Neither gesture nor emphasis should be systematically taught; they should be encouraged to come naturally.

UPPER SCHOOL

In the upper school, the reading lesson merges, to a great extent, into a literature lesson. Here the teacher lays the foundation of an appreciation of all that is best in literature. In the past, many of the finest passages in literature have been spoiled by association with routine work.

It is the teacher's privilege to indicate, in the reading lesson, beauties that the pupil may discover for himself in other poems and passages. The sound of the best literature conveys much of its meaning. Take two lines from Tennyson: "The murmur of innumerable bees"; cannot we hear the bees busy about the flowers?; or "The moan of doves in immemorial elms"; does not this line convey by its very sound the feeling of the poet? So in prose, we may find passage after passage where alliteration powerfully aids the meaning. Enlargement of the pupil's vocabulary should be aimed at, and this becomes easy if every opportunity is grasped. In these upper grades, too, a course of newspaper reading makes a pleasant change from the more formal matter, and an opportunity is given to guide the child's future reading. An article on a current topic may instil ideas and form opinions, for, at this stage, reading should be reflective. Free periods for general reading are desirable and necessary, but the teacher should so organize the lesson that no child is left entirely to himself, and his interest should be tested by skilful questioning on the subject-matter. A further aid will be found in insisting on some method of reproduction, either in the form of notes or of a resume of the book or article.

Supplementary reading

A list of approved supplementary readers is appended. An attempt should be made to familiarize the children of each grade with a least eight or ten of them by the end of the year. This number may appear large, but it need not cause alarm; children in some other countries read more. In using supplementary readers, the spelling and meaning of individual words and phrases are to be considered as of *secondary* importance. Time should seldom be spent in explanation, otherwise interest in the story slackens, and there is a possibility that the book may become distasteful and the lesson of little value. Rather let the children themselves, by reference to the context, obtain the meaning of such words and phrases. Teachers should encourage the children to do their own research work from atlases, school text books, dictionaries, etc.

First excite interest: this will develop enjoyment, and the child will read with pleasure and profit.

It is a matter of first importance that children should be encouraged to form the reading habit, and, when the desire is present in the child, it should not be frustrated by a lack of books. Those who are lovers of good books give no cause for anxiety about their education when they leave school. They will then have the opportunity of satisfying their desires by joining a public library: but while at school all children should have scope for wide and varied reading, and in this

connection the supplementary readers will be found very helpful. There are many reasons why children should read much, but perhaps the four chief objects to be achieved are-

- (1) Enlargement of the child's vocabulary.
- (2) Increased facility of expression.
- (3) Acquisition of knowledge.
- (4) Appreciation and enjoyment of good literature.

Generally one of these objects will be uppermost in the mind of the teacher, but often a lesson will serve for all four. There should be a definite aim in every lesson.

While much silent reading will be necessary to carry out this scheme, the best results will be achieved only where the teacher is a co-worker with his pupils and a supervisor of their efforts. To this end it is necessary that the teacher should make himself familiar with all the books used. When the teacher works with his class he has the opportunity of arousing interest and delight, especially in the books he likes.

It is not necessary for each child to purchase 10 story books. If the following scheme is adopted, the purchase by each pupil of two books per annum will cover all that is needed: -

Divide a grade into five equal groups. Each pupil of Group A will buy a book, say *Robin Hood*. Each pupil of Group B will buy another book, say *King Arthur*, and so on for five groups. At the end of about four weeks each group having finished the study of its book will change books, and so on, month by month, till the class has read all the books. When all the books have been read by all the pupils in the class, the same procedure will be repeated with new sets of books. The grade teacher should see that the books are well-covered and well-cared for, and that the owner's name is written on two or three pages. At the close of the year each pupil may either take his two books home or present them to the school library for use in future years.

During the supplementary reading lesson the grade teacher will have a busy time. In a 30-minute lesson he will be able to take Groups A, B, and C for ten minutes each, while the others are engaged in silent reading or in group reading. At the next lesson Groups D, and E with A (for the second time) will come under the direct supervision of the teacher. In the third lesson Groups B, C, and D will be dealt with, and so on. In no school should a pupil be asked to purchase more than two supplementary readers. To provide for the situation in small schools, the library may be used, but, in such cases, the books should be chosen by the teacher.

Supplementary readers should frequently provide the subject matter for discussions and written composition. Up to and including Grade VI. A list of books read should be kept either by teacher or pupil. The children of Grade VII > should keep a record, showing the name of the book, the author, the date of commencement, and the date of completion. Any written work connected with these lessons should be carefully supervised by the teacher.

Approved readers for supplementary reading

GRADES I. AND II. – AGES 6 TO 8 YEARS.

Whitcombe's Story Books-

Hey Diddle Diddle	Cinderella
Hop O' My Thumb	Puss in Boots
The Magic Skipping Rope	The Three Bad Boys and Santa Claus
The School for Frogs	The Fairy Ring
The Three Little Pigs	The Dwarf's Football Match
Baby Bunting and Other Nursery Rhymes	Eva in Fairyland
My Pet Canary, and the Two Kittens	Rita and Her Flowers
Tom Thumb	Jack the Giant Killer
The Cobbler and the Elves, and Rumpel-stilts-kin	The Magic Plates
Pat and Pet	The Flower Fairy
Blick the Cuckatoo	Tailor and the Giants
Little Bo-Peep	Story of Lady Greensleeves
Old Woman and her Pig	Wonderwings
Lucky Jim	Jack and the Bean-Stalk
The Wolf and the Seven Young Kids	Little Make-Believe
Jack's Holiday	Too Bad
Snowdrop	Grateful Animals
Beauty and the Beast	The Ugly Duckling
The Rainbow	The Kangaroo Paw
The Pied Piper	Bluebell and Golfin
Little Red Riding Hood	The Cloud Children's Holiday
Little Goody Two-Shoes	Dick Whittington
	The Poppy Seed and other Nature Stories

Cassell & Co. Ltd.-

The Four Bears	Tale of a Dog
Tale of a Bear	Tale of a Camel
Tale of an Elephant	A Trip to France
Tale of a Squirrel	The King Decides
Tale of a Rabbit	How the Moon Helped
Tale of a Cat	Two Little Mice go to Town
Tale of the Zoo Folk	

Blackie & Son Ltd. (Blackie's Story Book Readers)-

The White Fawn	The Sheep on the Mountain
Snowdrop	The Lost Fairy
The Golden Goose	The Butterfly's Party
Sahib's Birthday	Two Little Friends
The Little Runaway	The Gold Sovereign
Dolly's Christmas Tree	The Magic Snuff-Box
Roland and Maybird	The King Stork

MacMillan & Co., Ltd. (The "A.L." Bright Story Readers)-

The Drummer and The Two Travellers (Grimm)
Iron Hans, The White Snake, and The Riddle (Grimm)
The Three Feathers, Hans and Meg, and The Little Ass (Grimm)
The Princess on the Glass Hill, and The Three Billy-Goats Gruff
The Nightingale, and The Bottle Neck (Andersen)
Speckled Story and Big Baby, and Ben Brownlegs
The Magic Spectacles, and The Little Brown Man of the Hills
Rather a Handful, The Birthday Treat, The Noah-s Ark, and The Children's Gift

The Over-the-Way Children, Uncle Dick, Old Father Christmas, and The Children's Picnic
 Peter's Holiday Adventures
 Dicky's Desert Island, and The Seagulls
 That Pair of Pickles
 The Coward
 Billie's Birthday Dream
 Cinderella, and The Sleeping Beauty
 The Ugly Duckling, The Darning Needle, A Real Princess (Andersen)
 Snowdrop and the Seven Dwarfs (Grimm)
 The Little Tin Soldier, and The Tinder-Box (Andersen)
 Big Claus and Little Claus, and The Top and the Ball (Andersen)
 The Water of Life, and Rumpelstiltskin (Grimm)
 The Golden Bird (Grimm)

Wm. Collins, Sons & Co., Ltd. (Collin's Supplementary Reader Series)-
 The Story Book
 A Book of Fables
 Winkie the Water Pixie
 Flossie among the Fairies
 Little Red Riding Hood
 The Story of the Robins
 The Cheerful Puffin

GRADE III. – AGES 8 TO 9 YEARS.

Whitcombe's Story Books-
 Granny's Wonderful Chair
 Little Tom and the Water-Folk
 Cross Purposes
 Stories from Grimm
 The Giant's Heart
 The Swiss Family Robinson
 Stories from Andersen
 Aladdin and his Wonderful Lamp
 Jacky, the Butcher Bird
 Tommy's Ride on the Emu
 Goldwing
 Teddy Bear's Birthday Party
 Fuzzy, Wuzzy, and Buzzy
 The Guinea Pig that Wanted a Tail
 Wattle Gold
 The Giant Bird and Other Nature Stories
 The Proud Sparrow
 Young Adventurers
 Princess and the Peasant
 The Blue Bird
 Little Folk Here and There
 Lew, the Briton, and Other Stories of British History
 Children of Albion
 Cleon, the Greek Boy
 Ulf and Edith, the Saxon Folk
 Waireka, the Maori
 Keen-Eye, the Tree Boy
 The Cave Folk
 The Story of Fairyfoot and the Story of Merry-mind
 Sour and Civil, and Childe Charity
 Little Folk Here and There (Book II.)
 Rip Van Winkle
 Strongheart of the Prairie
 Life in Cold Lands (Geographical)
 Grey Tails Mouseland
 Lovely Lady

Cassell & Co., Ltd.-
 Little Book of Trains
 Little Book of Animals
 Little Book of Nature
 Little Book of Ships
 Little Book of Olden Days
 Little Book of Roman Times
 Little Book of Saxon Stories
 Little Book of Norman Knights
 Little Book of Far East
 Little Book of Far North
 The Four Bears
 Moss Green and Silver Night

Blackie & Son, Ltd. (Blackie's Story Book Readers)-
 The Young Giant and the Tailor
 The Travels of Fuzz and Buzz

(Grimm)	
The Golden Bird (Grimm)	Bunny and Furry
Tommy's Trek	The Happy Holiday
Teddy's Ship	The White Cat
Wilful Willie	The Wonderful Gifts

Macmillan & Co. Ltd. (The "A.L." Bright Story Readers)-

- Aladdin (from the Arabian Nights)
- Lucky John, The Musicians of Bremen, The Hare and the Hedgehog, and Faithful John (Grimm)
- The Brave Little Tailor, The Goose-Girl at the Well, and The Three Brothers (Grimm)
- The Snow Queen (Andersen)
- The Enchanted Doll
- The Two Brothers, and The Little Brother and Sister (Grimm)
- The Travelling Companion, and The Little Match Girl (Andersen)
- Fairy Stories from North America
- Fairy Stories from New Zealand
- The Hollow Tree
- The Lost Jewels
- Through Fairy Windows

Wm. Collins, Sons, & Co. Ltd. (Collins' Supplementary Reader Series)-	
The Longest Lane	The Old Woman who Lived in a Shoe
The Knave of Hearts	Prince Boohoo
The Sea Horses	Bruno's Revenge
The Littlest World	The Honey Stew
Henry Heatherkin and the Moorland Folk	Alice in Wonderland
The Tale of Peter Puffer	Sindbad the Sailor
Man Friday	Tom Thumb
The Five Ducklings	

Thos. Nelson & Sons Ltd. (Reading Practice Series and Supplementary Readers Series)-	
The Island Where Things Come Right	Jack at the Oak Farm
The Ginger Kitten's Diary	Robin Hood
The Four Holly Rabbits	Jason and the Golden Fleece
The Treasure Hunt	Children's Fairy Book, Part I.
Snow Queen	Children's Fairy Book, Part II.
Story of the Robins	Loney Chisholm's Fair Book, Part II >

GRADE IV. – AGES 9 TO 10 YEARS.

Whitcombe's Story Books-	
The Plant Hunters	The Snow Queen
The Cottage in the Forest	The Enchanted Doll
Coral Island	The Three Sisters
Masterman Ready	Tales of the Maori
The Light Princess	The Sea Folk
The Enchanted Packman	In King Alfred's Day
Ralph in the Bush	Legends of the Maori, Book I.
King of the Golden River	Wild Man of the West
Toilers of the Reef	The Young Crusader
Little Shepherd	Fairy Tales from the South Seas
Jock Whitehead	The White Cat and Other Stories

Ali Baby and the Forty Thieves
The Dog Crusoe
What Katy Did
Alice in Wonderland
Deerland

Tales of Maori Magic, Book I.
Donal, the Briton Slave
Lizzie Limpet

Cassell & Co. Ltd.-
Saturday Island
Mollie at the Zoo
Camp Kiddies

The World so Full
Home Pets
Zoo Folk

Blackie & Son, Ltd. (Blackie's Story Book Readers)-

Stories from the Arabian Nights
The Story of Sir Galahad
Guy of Warwick and St. George and the Dragon
Two Girls and a Dog
How Judy Paid the Rent
The Story of the Charcoal-burner
The Stories of Fairyfoot and Merrymin
The Fellow Traveller, and The Faithful Tin Soldier
The Lost Dog
The Golden Touch, and The Three Golden Apples

Macmillan & Co. Ltd. (The "A.L." Bright Story Readers)-

The Story of a Donkey	The Ice Maiden (Andersen)
The Wind and the Rain, and A Selection of Poetry	The Enchantged Horse, and Prince Ahmed
St George of Merry England	Thalaba the Destroyer
Sinbad the Sailor	The Adventures of Eyebright
Ali Baba (from the Arabian Nights)	The Little Green Gate
The Water Babies	The Wonderful Picture
The Mad Tailor and the Caliph Stork	The Treasure of Crowfield Hall
	The Land of Heroes

Wm. Collins, Sons, & Co. Ltd. (Collins' Supplementary Reader Series)-

Silver Tassels	The Story of Hiawatha
Mrs. Overtheway	The Coral Island (Abridged)
Robin Hood	The Swiss Family Robinson
The King of the Peacocks	Stories from Andersen
Our African Pets	Greek Fairy Tales
Welsh Legends (Adapted)	Norse Legends
Granny's Wonderful Chair	A Child's Garden of Verse
Undine and the Knight	

Thos. Nelson & Sons, Ltd. (Reading Practice)-

Aesop's Fables	A Book of Little Plays
Tales of Brer Rabbit	Tales Half Told
Pinkity's Pranks	Tarrydiddle Town
A Book of Silly People	

Thos. Nelson & Sons, Ltd. (Supplementary Readers Series)-

Moufflou	Margot and the Golden Fish
The Enchanted Doll	The Story of King Midas
A Cat and Dog Life	Pink Bows Blue Bows, and Dinah
The Story of Mr Velvet Pile	The Golden Thread

Cornstalk Publishing Co. -

Scribbling Sue
The Fantail's House
Why the Spinebill's Beak is so Long
Snugglepot and Cuddle Pie

Little Ragged Blossom
Little Obelia
The Gum Leaf that Flew
Two Little Gum Nuts

Lothian Publishing Co.-
Behind the Hills

GRADE V. – AGES 10 TO 11 YEARS

Whitcombe's Story Books-
Treasure of Monte Christo
Martin's Adventures in Brazil
Gulliver's Travels in Lilliput
Bill Baillie
The Dragon's Teeth and the
Pomegranate Seeds

Brave Boys and Other Stories
Robinson Crusoe
David Copperfield's Youth
Boy Heroes of France
The Three Calendars
The Last of the Barons
Uncle Tom's Cabin
The Three Golden Apples
Goblin Greenleaf
Tom Brown's Schooldays
Bobby's First Term
Peter the Whaler
Oliver Twist

Cassell & Co. Ltd.-
Mac, a Dog's True Story

Blackie & Son, Ltd. (Blackie's Story Book Readers)-
The Sea King's Son
The Marsh King's Daughter
The Witch's Palace, and The
Pomegranate Seeds
The Cat's Pilgrimage and Other Fables

Macmillan & Co. Ltd. (The "A.L." Bright Story Readers)-
The Christmas Stocking
Swiss Family Robinson (Wyss)
Gulliver's Travels (Jonathan Swift)
The Story of Hiawatha
The Story of William Tell

Wm. Collins, Sons, & Co. Ltd.-

Cornstalk Publishing Co.-
The Flower Fairies
The Little Black Duck

The Gorilla Hunters
Little Nell
Rossiter's Farm
The Cousins from Town
The Story of Oberon
Sinbad the Sailor and the Enchanted
Horse
Tom in the Andamans
Settlers in Canada
Mutiny of the "Bounty"
The Silver Skates
Robin Hood
Adventures in Australia
The Young Fur Traders
Eric, or Little by Little
Under Cook's Flag
Out in the Night
The Quest of the Crown Jewels

Adventures of an Exmoor Pony

Crusoes of the Frozen North
Elsie Wins
The Fairy of the Island

Little Women
Voyages of Captain Cook
Children of the New Forest
Masterman Ready
The Settlers in Canada
Martin Rattler

As shown for Grade IV.

More about the World of Little Lives
The Adventures of Melabuea

Dot and the Kangaroo
The World of Little Lives

The Birds' Concert

GRADE VI. – AGES 11 TO 12 YEARS.

Whitcombe's Story Books-

As shown for Grade V.

Cassell & Co. Ltd.-

Ups and Downs of a Donkey's Life
A Holiday in a Boat
Story of the Railway
Stories of the Sea

The Cricket on the Hearth
Romance of Inventions
Great Leaders
Discoverers of the World

Blackie & Son, Ltd. (Blackie's Story Book Readers)-

As shown for Grade V.

Macmillan & Co. Ltd. (The "A.L." Bright Story Readers)-

As shown for Grade V., and Robin Hood
and His Merry Men
Hereward the Wake

Story of Wallace Wight
Golden Deeds of all Times

E. J. Arnold & Sons Ltd.-

Our Empire's Wondrous Story

Tales of Stirring Times

Wm. Collins, Sons & Co. Ltd. (Collins' Supplementary Readers Series)-

Readings from Marryat
Settlers in Canada (Abridged)
A Christmas Carol (Unabridged)

Little Women (Abridged)
The History of Reynard the Fox
A Little Book of Shakespeare

Thos. Nelson & Sons, Ltd.-

Strange Corners of the World, I. and II.
The Romance of Exploration, I. and II.
Victors of Peace

Cornstalk Publishing Co.-

Teens

On the Barrier Reef

Robertson & Mullens-

The Little Black Princess

GRADE VII. – AGES 12 TO 13 YEARS

Whitcombe's Story Books-

Hereward the Wake
Ben Hur
Treasure Island (R.L. Stevenson)
Carnaby's Boy: A Tale of the Founding
of Melbourne
Clister and the Hearth
Tom Fineham: the Boy who sailed with
Flinders and Bass
The Golden Quest (a story of the
Eureka Stockade)
Cyrus the Great and Alexander the

Pickwick Papers
Shakespearean Comedy for the Young
Westward Ho!
Cast up by the Sea
Lorna Doone
The Talisman
Myths and Legends of the Australian
Aborigines
Stories from Shakespeare's Comedies
Karaway the Cockatoo
Spotty, the Bower Bird, revised edition

Great Rob Roy Quentin Durward Land of the Electric Sun The Story of the Pacific	Nicholas Nickleby Don Quixote The Gladiators Squirmy and Bubbles (a school story for girls) Homeward Bound (a stirring sea adventure story) Last of the Mohicans John Halifax, Gentleman
A Tale of Two Cities	
Anne of Geierstein Pearls and Gold Deerslayer Geoffrey Hamlyn in Australia Ivanhoe	
Cassell & Co. Ltd.- The Splendid Spur King Solomon's Mines The Hundred Days Romance of Industry	The White Cockade The Frozen South Robinson Crusoe Stories of King Arthur
Blackie & Son, Ltd. (Blackie's Story Book Readers)- Claverhouse The Coral Island Charlie Marryat Martin Rattler The Young Captain Cast Ashore In the Days of Nelson The Last Day of Pompeii	The Tournament The Siege of Torquilstone A Highland Chief An Indian Raid Among the Bushrangers The World of Ice The Two Prisoners Katy's Misfortune
Macmillan & Co. Ltd. (The "A.L." Bright Story Readers)- Tom Brown's School Days The Adventures of Captain John Smith Lorna Doone In Eastern Lands The Last of the Mohicans The Coral Island The Pathfinder The Deerslayer The Prairie Westward Ho.	Uncle Tom's Cabin Brave Tales from Froissart The Exploits of Don Quixote Ancient British Heroes, being Tales from the Mabinogion Lamb's "Tales from Shakespeare," 1 st Selection: "The Merchant of Venice," "As You Like It." "King Lear" Tales from Tennyson's "Idylls of the King"
Here and There Series- Here and There in Australasia	
The Children's Classics- The Story of Drake and Raleigh The Dove in the Eagle's Nest Lay's Poets and Poetry, 1, 2, and 3	The Banner of the Dragon A Knight of the Cross For Queen and Freedom The Frontier Scout
Wm. Collins, Sons & Co. Ltd. (Collins' Supplementary Readers Series)- Early Romances	Readings from Macaulay
Thos. Nelson & Sons. Ltd. (Books Within Books Series)- Dotheboys Hall (Nicholas Nickleby) Amyns and Ayacanora (Westward Ho!)	

The Golden Diggers (It is Never too Late to Mend)
A Race for Freedom (Uncle Tom's Cabin)
The Flying Indians (Peter Wilkins)
The Wellers (Pickwick Papers)

(Teaching of English Series).

Plays from History, Parts 1-5	David Copperfield's Boyhood
Plays from Literature	Prester John
A Book of Escapes	The First Stories
Boys and Girls in Fiction. 1 and 2	

Robertson & Mullens- We of the Never Never Stories of British Worthies on Sea and Land	Notable Deeds
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Rigby Ltd.-
The Kangaroo Islanders

Geo. G. Harrap & Co. Ltd.-
From Stone Age Readers-
The Cave Boy of the Age of Stone
Days before History

From All Time Tales-
Tales from Wallace and Bruce
Heroes of Old Britain
Boyhood Stories

From "Told Through the Ages" Series-
Legends of Greece and Rome
Stories of Robin Hood
Told by the Northmen
The Story of the Crusades
Boyhood Stories of Famous Men
Women of the Classics

From "Heroes of All Time" Series-
Boys Who Became Famous
The Girlhood of Famous Women

Teachers wishing to use other readers than those prescribed in the above lists must first obtain the permission of the District Inspector.

Oral Language

Teachers in progressive schools are beginning to realize that the frequent use of oral expression is reflected in all other school subjects.

Wisely used, it will be found to be the teacher's best aid in developing the child's powers. When a pupil is asked to stand in the class room, and face his class mates to talk about something connected with his lessons in Geography, History, Poetry, Nature Study, etc., to tell something which he has read in the daily newspapers, to relate a simple incident of personal experience, or in any

way to express his thoughts in correct English, it is clear that he is being called upon to perform a very useful exercise.

A teacher need never be at a loss for suitable topics: The duties of the King, the Governor, or the Mayor; the work of the teacher, the preacher, the doctor, the nurse, or of any of the prominent people in the lives of the children can all be used in this way.

To be successful he has to keep his wits on the alert, project his thoughts in advance of his tongue, arrange his nouns and verbs in their proper places, and marshal his ideas so that a connected story may be told. Most instructors ask too many questions in testing a lesson. It is more satisfactory for the teacher to get the children to talk about a previous lesson than to question closely upon it. If a child is absent from a certain lesson, it follows that when he returns he will know more about the subject from hearing his class-mates talk connectedly, than he would by piecing together all the disjointed answers obtained from questions. Thoughts are more important than mechanical accuracy of expression, and it is a mistake to frequently interrupt the pupil's continuity of thought and free flow of language. Corrections of the more glaring errors should be made at the conclusion, and these, noted by the teacher, should form subjects for future language lessons. Language drills should be grouped round grammatical principles, in order that errors of speech may be systematically attacked, but, grammatical terms should not be introduced in the lower grades. Teachers should be careful in conversation lessons (on pictures, etc.) that they do not allow the too frequent use of the same verb, *e.g.* -

The cow *has* a tail. The cow *has* two horns. The cow *has* four legs, etc.

In the upper grades there is sometimes a decided weakness in the pupils' limited knowledge of verbs with varying shades of meaning, each expressing very much the same idea.

Excellent exercises in the construction of sentences, using different verbs to convey the same meaning can be given, *e.g.* -

Mother sent me a letter.

Mother forwarded a letter to me.

Mother communicated with me by letter.

The strict disciplinarian who requires children to sit up like statues and move like marionettes forgets that-

"Men are only boys grown tall

Hearts don't change much after all."

A good oral language lesson cannot be given unless this is borne in mind. Oral expression judiciously used is the teacher's best aid. Let the boy talk naturally, let the listeners sit naturally, and let there be few corrections till the story is finished. The teacher should guide, instruct, and govern naturally.

Lecturettes and Debates. -As an interesting variation from the usual methods employed in securing free oral expression, occasional lecturettes by various members of the class are recommended. A day should be fixed some time ahead, so as to give adequate opportunities for reference to books or to other sources of information, on topics that are of interest. Volunteers could then be asked to speak for a few minutes on them, for example, "Bee-keeping," "How a ship's anchor is raised," "How I made my crystal set," etc.

On the completion of each lecturette, the class should be requested to criticise subject matter and diction. A vote may be taken by a show of hands, marks from one to ten being awarded. As the pupils gain more confidence, a programme may be arranged so suit all the members of the class.

In the same way, occasional debates may be arranged, especially in connection with practical civics. For example, the questions of water supply, roads, rates, etc., may be discussed.

Dramatization. -Another valuable aid to expression is the acting by the class of stories, poems, and scenes from history. This acting may be either impromptu or prepared. Impromptu acting at the close of a lesson gives an added interest and an incentive to attention. The vital points in history, and in stories are concerned with "suiting the word to the action." In the upper grades scenes may be prepared under the discretion of the teacher. The "parts" should be learnt at home. It is not necessary to procure elaborate dress and fittings but a little "dressing up" is necessary to maintain interest.

More ambitious attempts may be left for school concerts. Teachers are recommended to read "The Play Way" and "Inspirational Teaching."

Composition

"The art of writing, like that of painting and sculpture," says Professor Lounsbury, "is an imitative art." If this be so, it is necessary that all examples set before a pupil, from the very first, should be examples of pure and correct speech. Young people often have plenty of ideas, the difficulty is in finding words to express them. They are not alone in this, for many a great writer finds himself in the same difficulty. Richard Jefferies, delightful writer though he was, has left this record: - "One of the greatest difficulties I have encountered is the lack of words to express ideas." Can we wonder, then, at the lack of self-expression in children of all school grades, when we remember the limitation of their vocabularies? Words form, as it were, the rough material from which a writer builds; therefore, an adequate supply of words must be one of the first cares of the teacher of composition. The first requisite for success is a bounteous store of words. Mere fluency is not enough, and no number of hum-drum exercises in grammar or composition will make a good writer. There must be given to the child the best model available, and this can be given only through the teacher, whose aim should be threefold:

1. To widen the range of the pupil's thoughts.
2. To enlarge the pupil's, vocabulary
3. To develop a taste for the best in literature.

The practice of composition begins with the first sentences uttered by a child; the composition at this stage is oral, and it is through oral effort that the child's mind is prepared for the more formal composition, when writing puts the means of such expression into his power. It is never too early for the teacher to guide the mind along this road. When the habit and standards of speech are being acquired, we should see that both habit and standards are correct. The subject matter of the child's earliest efforts should, of course, be familiar and easy, but it should follow a system. and be made educative. Oral composition has the great advantage of being subject to instant correction, and of being spontaneous. Written composition requires more time and effort, and has the drawback of late correction. But both oral and written composition should invariably be corrected, or their value is diminished.

There should be in the middle and upper schools free composition on current events, based on the child's actual experience. By this means, observation as well as expression is encouraged; while if written in the form of a letter, the lesson is serving a twofold purpose, because, of all the forms of composition, letter writing will be the one that will be the most widely used in after life. Every pupil in the upper school should be able to write a thoughtful business letter, correct as to form, spelling, and punctuation; and a friendly letter should be included in the exercises of written composition.

Letter Writing.-Letter writing is a branch of composition that has been greatly neglected in the past. One who has been in touch with children's correspondence for many years says that this fact is emphasized by almost all letters he has received. It is seldom a child writes heading, superscription, and subscription correctly. Business people also complain of the lack of ability on the part of lads leaving school to write a concise, clear, correct letter.

In the first place, the teacher should see that the heading and date are correctly given. In small country places, the name of the post town is sufficient. In centres where houses are close together, it is necessary to give the number of the houses as well as the name of the street and the town. Then comes the date, which should be written in full, except in the case of a short, hurried note, when, for example, August 16th may be written 16.8.24. This form is too casual for a letter.

In a familiar letter we use the form " Dear" or "My Dear," according to the degree of intimacy. Thus, to one's mother or other members of one's family, or to a dear friend, "My Dear Mother," etc.; to acquaintances, "Dear Miss, or Dear Mr. So-and-so." In the first case, the subscription might be "Your loving daughter," etc. To those one does not know very well, "Yours faithfully" is a correct ending. Punctuation, in both heading and conclusion, is as necessary as in the body of a letter.

Business Letters -In writing a letter to a business firm, the superscription and subscription are all important, for it is by such small points that a business man judges the knowledge and ability of the writer, and very often the writing of a business letter is the test given to an applicant for appointment.

It is to be observed that while a person is addressed as "Sir" or "Madam" (the latter whether the lady addressed is married or single), a letter to a firm should commence "Gentlemen," or "Dear Sirs," and never "Sirs." It should conclude with "Yours faithfully," or "Yours truly." A margin of at least three-quarters of an inch should invariably be left at the side of the page. It adds to the appearance, and is useful as a space for marginal notes and for binding. In writing to a business firm to whom the writer is not personally known, it is necessary to prefix the signature with the information necessary to enable the answer to be properly addressed. A lady should write in brackets, before her signature [Mrs.] or [Miss], a clergyman [Rev.], and a doctor [Dr.].

- (a) A business letter should be expressed as briefly as possible.
- (b) The meaning should be clear.

Addressing Envelopes.-Care in this particular, and neatness in the folding of a letter, stand for much. The first line of an address should be at least 1-1/4in. from the top of the envelope, thus allowing space for the postage stamp. The beginning of each succeeding line should be a little to the right of the one above it.

The appearance of the addressed envelope predisposes the recipient, favourably or otherwise, towards the writer, and neatness is indispensable.

Punctuation.-This is a matter in which modern writers are inclined to be slipshod. Punctuation is a most necessary factor in good composition. While the full stop is necessarily retained, too often the comma is negligently used, while the colon and semi-colon have almost dropped out of modern writing. Punctuation should be the special care of every teacher, for improper or scant punctuation may entirely alter the meaning of a sentence or quotation.

Grammar

“Language is the expression of thought by means of words. Grammar teaches us how to speak or write a language correctly.”

While purely formal grammar does not hold so important a place as formerly, in the modern curriculum of a primary school, we find that we must retain its leading and fundamental principles, and grammar-drill must still, to an extent, find a place in our programmes. In the lower school, the language lesson provides the means of inculcating certain rules, which guide our use of language; but when the middle school is reached, a certain amount of formal grammar comes into the curriculum. Its chief function is to standardize language forms, and, by the study of rules, to eliminate errors of speech and writing. The foundation of all speech is the sentence; and very early in school life, in answering questions or in making a statement, the complete sentence should be insisted upon. Gradually the children will see that the sentence is composed of a subject and a predicate, and, by the exercise of affixing verbs to nouns or nouns to verbs, they begin to learn in Grade IV. something of formal grammar. In the study of the noun, adjective, pronoun, verb, and adverb, the importance of function, as opposed to minute classification and definition, cannot be overstated. The function of the noun in pointing out either a whole class of similar objects or particular individuals, as the name of the class, should be shown, and, from this, the function of the adjective naturally develops. In the same way, the verb and adverb and their close relation can be brought under review.

Grammar must attend closely on composition, but as its servant, not as its master. The pupil in the higher grades should be made to realize that the most beautiful ideas cannot be adequately expressed, unless the composition of the letter essay, or poem be rendered correctly according to the rules of grammar. It is in this connection that analysis of sentences is found useful.

To sum up: “In the primary school course, all instruction in formal grammar has for its object correct speech and graceful style. All unnecessary technicalities must, therefore, be excluded from the curriculum; in other words, grammar must be considered the handmaid of composition. Analysis is given only because the pupils learn from the exercise the structure of a good sentence; it is useless unless it follows, and is followed, by synthesis. Parsing is valuable only when the pupils learn how words are related in a sentence. If properly taught, the grammar of the primary school may be made a most interesting and practical study.”

Other publications, besides those mentioned in the syllabus, which teachers may find very useful are “The Kingsway Series” (Evans), “The Mother Tongue” (Adamson), and, for Grade VII., “A Year’s Work in English” (Harrip).

A whole page ‘Analysis and Parsing Model’ is provided: see scan.

Poetry

Poetry is the highest form of literature, and an effort should be made to inculcate a love for it. The mother's cradle songs and nursery rhymes probably begin to form the taste for musical sounds. The teacher of infants should continue this, and aim at fostering a love for beautiful thought as well. A poem may be simple and yet be a beautiful thought fittingly expressed. In teaching poetry there is a twofold aim - to master the thought and to gain a proper appreciation of the beauty of the language in which the idea is expressed. Care is necessary in the selection of poems, to see that they are suited to the child's mental development. In narrative poetry, an attempt must be made to visualize or form mental pictures of the scenes described. As the inculcation of a love for poetry is the main object, every possible care should be taken to prevent a feeling of anything like drudgery in memorizing the poems. Many poems are well suited for school purposes, but their length makes memorizing tedious. In such cases *portions* may be selected for learning by heart, provided that the children have first been made familiar with the meaning and spirit of the poem.

Single stanzas or couplets, chosen on account of their literary beauty or their applicability to something else that has been discussed in class, will form part of the memory work.

Method of Treatment. -When the poem has been selected, the teacher's first efforts must be directed towards arousing in the pupils' minds a desire to learn it by heart.

No set plan of treating the poem can be laid down to meet all cases. The methods must vary according to the poem. There must, however, be one broad principle. Interest and anticipation must be aroused by an introductory discussion. A good mental atmosphere must be established. Children must be introduced to the poem by hearing it, and not by silently reading it.

Suitable poems for memorization by the pupils of various grades will be published in the *Children's Hour* from time to time, and lists from which a selection can be made are appended.

INFANT SCHOOLS AND GRADES I. AND II.

Suggested poems, classified as follows: - (1) *Nursery Rhymes*, (2) *Finger Plays*, (3) *Easter Poems*, (4) *Christmas*, (5) *Season*, (6) *Nature*, (7) *Patriotic*, (8) *Health*, (9) and *Child Life*.

1. *Nursery Rhymes*-Mother Goose.
2. *Finger Plays* (Emilie Poulsson and others).
Feeding the Chickens.
The Beehive.
3. *Easter*-
Little White Lily (George Macdonald).
Glad Easter is Here.
Various poems *re* Chicks and Bunnies.
4. *Christmas*-
Father Xmas (Ida Rentoul).
Hiawatha, and the Pine Trees (Longfellow).

Down the Ages.)Primary
Long Ago.)Education,
Why do Bells at Xmas Ring?)December
Xmas Candles.)Number
Xmas Stockings.)
The Little Pine Tree.)Primary
A Letter to Santa Claus.)Education,
Santa Claus.)December
Santa Claus (various))Number
The Cherry)
Mr. Stove)

5. *Seasons-*

- Autumn Fires (R. L. Stevenson).
- Autumn Leaves (Fanny Knowles).
- Autumn Leaves (Primary Education).
- Winter Rain (Christina Rossetti).
- The Rainbow (Primary Education).
- Spring Poems (Scott's Nature Study and the Child).
- Spring Poems (Longfellow).
- Moonrise (Ida Rentoul).
- Jack Frost, The Eskimos (Primary Education).

6. *Nature-*

- Wind Poems (Primary Education. R. L. Stevenson, Christina Rossetti).
- Little Brown Bulbs (Blackie).
- The Three Buds (Scott's Nature Study and the Child).
- The Baby Plant (Kate L. Brown).
- The Bee, Minnie and Winnie (Tennyson).
- The Little Creek (Ida Rentoul)
- Wattle (Veronica Mason).
- Lady Moon (Lord Houghton).
- Golden Glories (Christina Rossetti).
- Asleep (George Macdonald).
- Boats Sail on the River (Christina Rossetti).

7. *Patriotic-*

- The Children's Song (Kipling).
- Only a Bit of Bunting (Kipling).
- The Liner she's a Lady (Kipling).
- Marching Song (R. L. Stevenson).
- The Union Jack (various)
- Wattle Fairies (Ida Rentoul).

8. *Health* (particularly for "Health Week")-
Parodies on various nursery rhymes.

9. *Child-life-*

- Elves and Fairies (Ida Rentoul).
- What does Little Birdie Say? (Tennyson).
- The Land of Story Books (R. L. Stevenson).
- The Land of Counterpane (R. L. Stevenson).
- The Early Morning (R. L. Stevenson).
- My Shadow (R. L. Stevenson).
- Hiawatha's Childhood (Longfellow).
- The Lamb (William Blake).
- The Dream Pedlar (Eugene Field).

Japanese Lullaby (Eugene Field).
The Resting Hour (L. A. Tadema).
Various Baby poems.

POETRY BOOKS FOR REFERENCE.

Molly's Staircase (Ida Rentoul).
Elves and Fairies (Ida Rentoul).
The Fairy Book (Rose Tyleman).
Verses for Children, edited by Harry Golding, illustrated by Margaret Tarrant.
Poems and Pictures for Little People (Blackie).
The Golden Treasury of Verse (Book I.).
The Child's Garden of Verse (R. L. Stevenson).
The Sun's Babies (Edith howes).
The World So Full (Edith Howes).
Scott's Nature Study and the Child.
Hiawatha (selections) (Longfellow).
Various poems from Christine Rossetti.
Portions of poems from Kipling's Just So Stories.
Finger Plays (Emilie Poulsson).
Nursery Rhymes (Mother Goose).
Australian Rhymes.

GRADE III.

Suitable poems from Grade II. list.
Suitable poems from "Adelaide Reader" I.
Poems appearing in the *Children's Hour* from time to time.
Poems from "A Child's Garden of Verse."-R. L. Stevenson, such as:-
 "Bed in Summer."
 "Foreign Lands."
 "The Land of Counterpane."
 "My Shadow."
 "The Wind."
 "Foreign Children."
 "Good and Bad Children."
 "The Moon."
 "The Swing."
 "My Ship and I."
 "My Treasures."
 "The Land of Story Books."
 "A Visit from the Sea."
Poems from Book I., "A Treasury of Verse." (Harrap), such as:-
 "A Chinese Nursery Rhyme" (Headland).
 "The Elf and the Dormouse" (Herford).
 "Dandelion" (K. L. Brown).
 "The Fairy Tailor" (Rose Fyleman).
 "Baby" (Geo. Macdonald).
 "Wonderful World" (Rands).
 "The Railway Tunnel" (Scott Hopper).
Poems from Book I., "The Silver Books of Children's Verse" (Blackie), such as:-
 "Kitty" (Eliz. Prentiss).
 "Grasshopper Green" (Anon).
 "Strange Talk" (L. E. Yates).
 "Dicky Birds" (N. Joan).

"My Dog" (E. Lewis).
Poems from Part I., "The Golden Staircase" (T. Nelson and Sons), such as:-
"The Cat's Tea Party" (Weatherley).
"Mr. Minnitt" (Rose Fyleman).

GRADE IV.

Suitable poems from Grade III. list.
Suitable poems from "Adelaide Reader," II.
Poems appearing in the *Children's Hour* from time to time.
Poems from Book I., "A Treasury of Verse" (Harrap), such as:-
"A Visit from St. Nicholas" (C. Moore).
Book II.
"The Owl and the Pussy Cat" (Lear).
"A Sea Song from the Shore" (J. W. Riley).
"The Saturday's Party in Fairyland" (Davies).
Poems from Book I., "The Silver Books of Children's Verse" (Blackie), such as:-
"The Children in the Chair" (from *Punch*).
"The Merry Breeze" (Enid Blyton).
"If All the Seas" (Anon).
"The Two Rats" (Anon).
"The Three Little Pigs" (Scott Gatty).
"Trains" (Hope Shepherd).
"The Four Sunbeams" (M. K. B.).
Poems from Book I., "Poems Old and New" (Grant Educational Co.), such as:-
"The North Wind" (Anonymous).
"Santa Claus" (Anonymous).
"Ducks" (Norman Gale).
"Mrs Nobody" (Anonymous).
"Seven Times One" (Jean Ingelow).
"A Fairy Went A-Marketing" (Fyleman).
Poems from Book I., "The Golden Staircase" (T. Nelson & Son), such as:-
"Whole Stole the Birds' Nest" (Child).
"Mustard and Cress" (Norman Gale).
"Jemima" (Unknown).
Book II.
"The Cupboard" (Walter de la Mare).
"Who Has Seen the Wind" (Rossetti).

GRADE V.

Suitable poems from Grade IV list.
Suitable poems from "Adelaide Reader," III.
Poems appearing in the *Children's Hour* from time to time.
Poems from "A Treasury of Verse," Book III (Harrap), such as:-
"The Song of the Bow" (Conan Doyle).
"Tim, an Irish Terrier" (Letts).
"The Ant and the Cricket" (Unknown).
"The Wayside Inn" (From the German).
"Bishop Hatto" (Southey).
Poems from Book I., "Through Golden Gates" (Cassell), such as:-
"Kew in Lilac Time" (Alf. Noyes).
"A Child's Pet" (W. H. Davies).
Poems from Book I., "The Silver Books of Children's Verse" (Blackie), such as:-
"The Spider and the Fly" (Mary Howitt).

"W-o-o-o-o-ww" (Nancy Hayes).
"The Lost Lamb" (Westwood).
"The Big Arm Chair" (E. H. R.).
"The Pedlar's Caravan" (Rands).
"Tartary" (Walter de la Mare).

Book II.

"A Giant" (Longfellow).

Poems from "Poems Old and New," Book II. (Grant Educational Co.), such as:-

"Father, We Thank Thee" (Anonymous).
"The Snare" (Jas. Stephens).
"The Miller of the Dee" (Chas. Mackay).
"Where the Bee Sucks" (Shakespeare).
"The Cuckoo" (Shakespeare).
"A March Day" (Wordsworth).

Poems from "The Golden Staircase," Book III. (T. Nelson and Sons), such as:-

"The Lost Doll" (Kingsley).
"Little Girls" (Laurence Alma Tadema).
"Choosing a Name" (Chas. Lamb).

GRADE VI.

Suitable poems from Grade V. list.

Suitable poems from "Adelaide Reader," IV.

Poems appearing in the *Children's Hour* from time to time.

Poems from "A Treasury of Verse," Book III. (Harrap), such as:-

"The Knight's Leap" (Kingsley).
"The Wreck of the Hesperus" (Longfellow).

Book IV.

"The Blind Men and the Elephant" (Saxe).
"Hiawatha's Childhood" (Longfellow).
"Lord Ullin's Daughter" (Thos. Campbell).
"Barbara Frietchie" (J. G. Whittier).
"The Song of the Western Men" (Hawker).

Poems from "Through Golden Gates," Book I. (Cassell), such as:-

"Trees" (Kilmer).
"Willow the King" (Bowen).
"The Enchanted Shirt" (Hogg).
"The Daffodils" (Wordsworth).

Book II.

"Weathers" (Thos. Hardy).

Book III.

"The Children's Song" (Kipling).

Poems from "The Silver Books of Children's Verse," Book II. (Blackie), such as:-

"The Glory of the Garden" (Kipling).
"The Wind in a Frolic" (Howitt).
"The Complaint of the Camel" (Carryl).
"The Little Man Cricketer" (Anon).
"Punctuation" (Holmes).
"The Butterfly's Ball" (Roscoe).

Poems from "Poems Old and New," Book III. (Grant Educational Co.), such as:-

"The Sea" (Barry Cornwall).

"The Twins" (Leigh).

"The Village Blacksmith" (Longfellow).

Poems from "The Golden Staircase," Book IV. (T. Nelson and Sons), such as: -

"April Showers" (Jas Stephens).

"Hunting Song" (Walter Scott).

Book V.

"The Inchcape Rock" (Robt. Southey).

"A Child's Song of Christmas" (M. Pickthall).

Book VI.

"The Arab's Farewell to His Steed" (C. Norton).

"The Camel's Hump" (Kipling).

GRADE VII.

Suitable poems from Grade VI.

Suitable poems from "Adelaide Reader," V.

Poems appearing in the *Children's Hour* from time to time.

"Selected Poems of Henry Newbolt" (Thos. Nelson & Sons).

"The Australian Poets" (Stevens and Mackaness)-Cornstalk Publishing Co.

Poems from "A Treasury of Verse," Book V. (Harrap), such as: -

"Under the Greenwood Tree" (Shakespeare).

"Blow, Blow, Thou Winter Wind" (Shakespeare).

"Cargoes" (J. Masefield).

"Yussouf" (J. R. Lowell).

"A Psalm of Life" (Longfellow).

"The Arrow and the Song" (Longfellow)

"Abou Ben Adhem" (Leigh Hunt).

"The Pied Piper" (Browning).

Book VI.

"Sir Galahad" (Tennyson).

"The Cloud" (Shelley).

"The Forsaken Mermaid" (M. Arnold).

"The Wanderer" (Eugene Field).

"Vitai Lampada" (Sir Henry Newbolt).

Book VII.

"The Flag Goes By."

"Bannerman of the Dandenong" (Werner).

"Empire Day" (Noyes).

Poems from "Through Golden Gates," Book I. (Cassell), such as: -

"Bees" (Norman Gale).

Book II.

"The Miracle" (John Drinkwater).

"Sea Faver" (John Masefield).

"King Alfred's Song" (Alf. Austin).

"The Pipes at Lucknow" (J. G. Whittier).

"To Florence Nightingale" (Longfellow).

"The Burial of Sir John Moore" (Wolfe).

Book III.

"The Law the Lawyers Know About" (Pepler).

"Recessional" (Kipling).
"The Soldier" (Rupert Brooke).
"An Eastern Prayer" (J. Walter Mathams).
"The Night has a Thousand Eyes" *(Bourdillon).
"The Calf Path" (S. W. Foss).
"The Struggle" (Clough).

Poems from "Poems Old and New," Book IV. (Grant Educational Co.), such as:-

"Break, Break, Break" (Tennyson).
"Drake's Drum" (Sir H. Newbolt).
"You are Old, Father William" (Carroll).
"The Landing of the Pilgrim Fathers" (Hemans).
"The Lady of Shalott" (Tennyson).
"The Circus Clown" (Ferguson).

Poems from "The Golden Staircase," Book VI. (T. Nelson and Son), such as:-

"Llewellyn and His Dog" (Spencer).
"Horatius" (Lord Macaulay).
"On Christmas Day" (Duff).

Spelling

Three specific plans should be practised in teaching spelling, each of which has its own importance. In transcription and in all written work, the child makes use of his visual memory. He looks at the printed word and then reproduces it on paper. As his acquaintance with words increases, quickness of recognition and ease of transcription keep pace, until only a small percentage of the words that he has to write need more than a glance. If transcription were the only means of learning, however, progress would be exceedingly slow, because it is only by repetition that words are fixed in the memory, and it is only the most common words that recur often enough to be remembered by this plan alone. Evidently, then, in transcription, one of the points to be aimed at is accuracy. Though in the early stages too much must not be expected, there should be a constant striving after correctness.

The second plan is by dictation. It may be objected that dictation is mere examination and not teaching, and that consequently the examination of spelling by dictation must hold a secondary place. Sometimes the exact passage should be prescribed for preparation. At other times, the page or column from which the passage is to be taken should be set beforehand for study. Correction of errors is of the greatest importance. A list of errors should be kept by the teacher and frequently corrected with the class.

The third plan involves the use of the prescribed spelling book. The methods to be adopted in using this book need no explanation.

It is often claimed that spelling is learned by the eye - by observing the form of the word. That is only partly true; the ear has its share to do. If we learn chiefly through the eye, it is the ear that directs the call on the eye memory when the word is to be written. By means of a trained ear, too, we distinguish between sounds that approach one another, as "able." and "ible." The effect of training the ear is many-sided. It leads to distinguishing words, to closer observation of form, to clearer speech, to correctness of utterance, and to a musical tone - all of which react on and help one another.

The hand, too, is an important factor, therefore the pupils should write the words and write them often. A few rules should be learnt, but only a few, *e.g.*, "ei" after "e." doubling the final consonant, dropping the final "e" before "ing."

Writing

In teaching this subject, the teacher's aim should be to enable the children to acquire the power to write legibly, neatly, and, in the upper grades, with fair rapidity. To accomplish this threefold aim, special attention must be given to the following considerations:-

(a) *Position.* –A good position is important in consideration of the pupil's work, his comfort, and his health. He should sit erect, near the desk, without leaning on it, and face it directly. Turning to right or left, leaning one side against the desk, or resting the head on the arm may lead to serious physical injuries. Curvature of the spine, malformation of the chest, and short sight or myopia are among the evil results which follow continuous sitting in a wrong position. The injury to children's eyesight, arising from working continuously at too close a range, may be serious and permanent. The posture should be comfortable and natural. Sitting square to the desk, the pupil should place his left *hand* and wrist (not the whole arm) on the desk to keep his paper in position. The right arm should be at right angles to the front of the desk, while the feet should rest easily but firmly on the floor in front and not be drawn under the body. The importance of maintaining a correct position should be explained to the children, and constant attention given to the matter.

(b) *Management of the Pen.* –Holding the pen properly is one of the most difficult of early school tasks. The muscles of the fingers are not yet fully under control, and much patient care is needed to overcome this defect. Special practice should be given three or four times during every writing lesson, until the difficulty is mastered. The pen should be held between the thumb and middle finger, with the forefinger directly on top. The fingers should be only slightly bent and the pen should rest against the knuckle at the base of the finger. Both points of the pen should receive equal pressure.

(c) *Blackboard Instruction.* –The child's failure to write well must not be set down entirely to his lack of control over his hand. It is due largely to his not realising clearly the precise shape which is desirable. He knows in a general way, but as yet he has but little appreciation of those more delicate differences in outline, spacing, and all that goes to make up beauty of form. The eye must be trained to see such things, while the hand is gaining power to produce correct forms. To do this, the teacher must use the blackboard freely, and must direct special attention to the differences between well and badly shaped letters. The children should be encouraged to criticise the writing produced upon the blackboard, so that the teacher may discover to what extent their eyes are developing the power to appreciate beauty of outline. The blackboard should be regularly and frequently used. Occasional lessons should be given on the formation of difficult letters, the children using ruled paper instead of copy-books. In such lessons, attention should be given to the analysis of those letters in which mistakes are commonly made. In the upper grades, exercises should be given to develop freedom of movement.

(d) *Thorough and Systematic Correction.* –It is not an uncommon experience to find children filling pages of their copybooks without criticism from themselves or their teachers, repeating the same errors from the first page of the book to the last. Far from doing good, such a method is positively harmful. It trains the child to believe that anything will do, and in many cases leads to habits of gross carelessness. The *moral* effect of such work is bad. It tends to produce people easily satisfied and incapable of effort. Errors should be detected directly they are written, and a strong effort made to prevent their repetition. Children should be trained to examine their own writing carefully, and to correct their errors at once.

(e) *Teacher's Writing.* –The teacher's own writing should be such as is worthy of imitation. The teacher who writes in a careless and slovenly fashion handicaps himself severely in his efforts to teach his pupils. Teachers must always bear in mind that a great deal of what the child learns – perhaps the greater part – comes from his power of imitation. Let, then, the teacher's handwriting placed before the class be always of a high standard.

(f) *Transcription.* –It is suggested that a marginal space of $\frac{3}{4}$ in. be used in dictation, composition, and transcription books, and a space of $\frac{3}{4}$ in. be left after a full stop. The indenting of paragraphs should be practised.

For those who teach transcription using every line (IV., V., VI., and VII. Grades) it is suggested that no letter should touch the blue line above or below the line on which the pupils are writing. The capitals should reach to within $\frac{1}{16}$ in. of the line above, b, f, h, l a little lower than the capitals, d slightly lower than b, f, h, k, and t about half the height of b, f, h, k, l. It is important that all letters that go below the line, as f, j, p, q, y, z, should reach half-way down.

The good points of transcription can be made plain to the children by using the terms slope, stroke, shape, size, space, and splice (junction).

Heights, loops, and crotchet letters (b, v, w, z, r, f) should receive attention. The admonition, "Be careful of your six s's," has marked effect on the pupils, as it tells them the goal to which they are all working. Allow sufficient space for letter "n" between each word of writing.

Writing is to be taught chiefly by means of copybooks; but all pen and pencil work should be so carefully done that good penmanship naturally follows. Two copybooks are prescribed for each of Grades III., IV., V., and VI. The second, or A book, should be commenced early in July: if the first book is not finished at that time it may be taken home and lessons done for inspection on the following day. Towards the end of the year the A books may be completed by the same method. The writing lesson should be on a given page, *i.e.*, each child should be doing the same lesson. In this way the same writing can be taught with the aid of the blackboard.

The date of each lesson is to be written by the pupil.