

Junior Division.—About 130 lines of suitable standard poetry, some of which should be related to topics of nature-study or other suitable lessons.

Middle Division.—About 150 lines of suitable standard poetry or prose, part of which may consist of selections chosen by individual pupils with the approval of the teacher.

Senior Division.—About 200 lines of standard prose or poetry, some of which may be of the pupils' own selection.

For further details and suggestions see Appendix C.

D. SINGING.

Preparatory Division.—Simple songs should be chosen primarily for their power to appeal to the emotions of young children, but also on the ground of their suitability for accompaniment by actions or marching, as well as for illustrating some of the topics referred to in connection with speech-training. New songs should frequently be introduced to avoid wearisome repetition of those previously learned.

Junior Division.—This should be as free and joyous as possible. Well-known or favourite songs should be sung at intervals during the day to brighten the school-work. Simple voice and ear training exercises, and the use of the modulator.

Middle Division.—As for the Junior Division, together with some instruction in simple musical notation. Individual pupils or groups of pupils should be encouraged to sing songs of their own selection, and the singing of a song for a few minutes should be allowed frequently during the day as a relaxation between lessons.

Senior Division.—As for the Middle Division, with a more extended knowledge of musical notation and training in singing from music. The practice of singing bright songs for the purpose of enlivening the work of the day should be continued.

For further details and suggestions see Appendix D.

WRITTEN EXPRESSION.

E. WRITING.

Preparatory Division.—Free writing of words and sentences connected with oral lessons. This should be commenced as early as possible without waiting for formal training in the exact shaping of individual letters. Children should at first write with chalk or large pencils on wall-boards or paper rather than with materials which place too great a strain upon the finer muscles of the fingers.

Junior Division.—Transcription of short easy sentences taken from oral lessons, together with systematic graduated exercises on the formation of letters. The use of the pen need not be required in S1. In S2 the formation of capitals should be more closely studied.

Middle Division.—More systematic instruction in the correct forms of small and capital letters should be given, together with exercises in transcription of prose and verse, with attention to punctuation. Regular formal lessons in writing should be almost completed in this division. A fair standard of writing should be insisted on in all the written work connected with the various lessons, and of neatness of figuring and writing in arithmetic lessons.

Senior Division.—Formal lessons should now be seldom required, but a good standard of legibility, neatness, correct form, and fluency in writing is to be insisted on in all forms of written work.

For further details and suggestions see Appendix E.

F. SPELLING.

Preparatory Division.—In the first year spelling should be subordinated to reading, and should be taken chiefly in connection with phonics and word-building. The children will be able to read many words which they need not at the time be required to spell.

Junior Division.—Systematic instruction in the spelling and use of words based generally on word-building, but including other words commonly used by the children. Children should not be required to spell all the words found in their reading-book, but spelling should be based on a list gradually compiled by the teacher from words used by the pupils.

Middle Division.—From lists of words used in discussions, oral lessons, and composition. The words dealt with during the year are to be noted in a list kept by the teacher.