

Senior Division.—From lists of words used or likely to be used in the various lessons, or commonly used in speech and writing, by the pupils, together with familiar words relating to certain topics such as government, industry, climate, character, &c. The use of common prefixes, suffixes, and some of the more common roots as part of a course in word-building. Pupils should be required to use a dictionary rather than avoid the use of words they cannot spell.

For further details and suggestions see Appendix F.

G. COMPOSITION.

In all classes the oral and written composition are to be treated as complementary to each other.

Preparatory Division.—In the Preparatory Division, in addition to the prescribed conversation lessons, the teacher, and in some cases the pupils, may write on the blackboard some of the sentences used in oral lessons or a child's repetition of part of a story. These sentences could then be used as material for reading-lessons.

Junior Division.—In the first stages, chiefly through the lessons in speech-training referred to in "A" above, and through the correction of errors in speech collected by the teacher. As a preliminary to written composition, the children and the teacher should write on the board a connected account of some of the topics discussed in class. No written composition should be required as a test from pupils in S1. Later the children should be required to write easy sentences upon simple subjects already dealt with in oral composition, and upon other familiar subjects. They should be able to complete sentences given in an incomplete form, especially those requiring the use of such words as "was" and "were," "is" and "are," "did" and "done," and to make any necessary changes when a word in the sentence is changed, say, from singular to plural.

Middle Division (S3).—G1, COMPOSITION.—The reproduction in the child's own language, orally and in writing, of simple stories or accounts of interesting lessons in history or nature-study or of topics familiar to children in their daily life. Freedom of expression should not be hindered by an undue insistence on perfection of form.

G2, GRAMMAR.—Analysis into subject and predicate. Synthesis to correspond. The variation of sentences from singular to plural. The recognition of nouns, personal pronouns, verbs, and adjectives by their functions in easy sentences. The proper use of "did," "done," "was," "were." Correction of common errors in spoken or written language corresponding to this stage. Common errors of speech made in the playground, or during oral lessons or written composition, should as far as possible be collected and classified by the teacher so as to form the subject of lessons on the correct forms of speech.

Middle Division (S4).—G1, COMPOSITION.—The reproduction in the child's own language, orally or in writing, of the matter contained in poetry or of the subject-matter of silent reading. The description of an event and the writing of simple letters. Subjects for composition should, in general, relate to something that has been discussed in the history, nature-study, reading, or other lessons, to current events, or to topics familiar to children in their daily life.

G2, GRAMMAR.—Analysis and synthesis as for S3, but applied to longer simple sentences. The variation of sentences from present to past or future tense. The recognition of nouns, pronouns, verbs, adjectives, adverbs, connectives, and of equivalent phrases by their functions in easy sentences. The use of the possessive case and of capitals. Easy examples of comparison of adjectives and adverbs. Gender confined to simple examples. Correction of common errors in spoken or written language corresponding to this stage. The compositions written by the children should be used to provide exercises in joining, expanding, and simplifying short, crude, or clumsy sentences.

Senior Division (S5).—G1, COMPOSITION.—Oral and written composition progressively more advanced than for S4. Special regard should be given to securing good arrangement, brevity, clearness, and force, together with the free use of a more extended vocabulary. Paragraphing and rearrangement of sentences to secure brevity, clearness, and force. The writing of simple letters of a social or business character.

G2, GRAMMAR.—Analysis, synthesis, and variation in the form of easy sentences. The recognition of the parts of speech and equivalent phrases, also of equivalent clauses in very easy sentences. The substitution in very simple cases of words, phrases, and clauses for other forms with the same function. The distinction between singular and plural, masculine and feminine, and of present, past, and future tenses to be taught by their uses in sentences.