

meanings, the Teacher is expected to give only the particular meaning attached to the word in the lesson under consideration.

II. The lesson is read sentence by sentence, and is dealt with, generally, as recommended in Part I., Section II.

III. The lesson last under consideration, or any *previous* lesson, may be employed as materials for an exercise either in oral spelling or spelling on the slate, care being taken, in either case, to have every word spelled in its proper connexion. For this purpose, the Teacher is recommended to give the words in short connected phrases, and to call upon each pupil to spell all the words of a phrase. Pupils will thus learn to associate with one another the sign, the sound, and the sense of each word.

It is earnestly hoped that the Teacher will not use the isolated words at the head of each lesson as an exercise in spelling, especially before the lesson has been read. The most useful spelling exercise at this stage of the pupil's advancement is that which shows him to be familiar with the orthography of the words he has already met with in his reading.

EDUCATION OFFICE,
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