

The text books in history and geography should occasionally be used for this purpose. Other suitable books should also be used.

IV. Memorizing and recitation of short extracts in prose and verse.

V. Attention to be given to emphasis, inflection, and pauses as means of expression. The teacher should refer to the general suggestions in the latter part of this pamphlet.

SPELLING.

I. Words, phrases, and sentences from the Reader.

II. Words in common use and the more important words used in the lessons in the other subjects taught to the class.

Read the suggestions in connection with the spelling for the Second class.

PHONICS AND ORTHOËPY.

I. Review of work prescribed for lower classes.

II. Marking of long and short vowels, and of the following sounds :—Italian and broad *a* ; *e* as in *obey*, and as in *her* ; *i* as in *machine*, and as in *fir* ; *o* as in *son*, and as in *move* ; *oo* in *moon*, and in *wool* ; *u* in *rule* and in *push* ; *c* as in *cede*, *c* like *k*, *ch* like *sh*, *ch* like *k*, *g* soft, *g* hard, *th* as in *that* and as in *thick*.

The diacritical marks used in the Orthoëpist are recommended for use.

III. Exercises in syllabication and in the marking of accents.

WRITING.

I. Copy-books, Nos. 4 and 5 (Gage & Co.), for the purpose of training in the correct form, slope, and spacing of letters, and the spacing of words.

II. Simultaneous exercises in movement for the purpose of training the arm, hand, and fingers in the use of the pen.

III. Exercises in writing, in blank copy-books, short selections in prose and verse from the Reader or the teacher's dictation, and in writing bills and receipts.

IV. Attention should always be given to the penmanship in the written work of the other studies as the best means of preventing pupils from falling into careless habits of writing.