

The suggestions given in connection with the Junior First Class Course will be found useful.

III. Commit to memory the maxims and verses on pages 10, 17, 20—21, 24, 27, 42, 43—44, 49, 53, 55 (foot of page), 58, 62, 67, 71, 74, 76, 77, 87, 89—91.

In no class should anything be memorized until it is completely understood.

PHONICS.

I. Review work of Junior First Class.

II. To be able to use in word-building all of the letter sounds mentioned in the introductory notes to the phonic word lists in Part II.

III. To be able to get the pronunciation of words composed of sounds previously learned.

IV. Marking silent letters in familiar words.

V. To be able to "pronounce slowly" words, from the Reader, of regular formation.

SPELLING.

WORDS, PHRASES, AND SENTENCES OF READER.

Teach Spelling chiefly by *transcription*. *Test* by means of writing from dictation. Lists of difficult words and words frequently misspelled should be kept on the blackboard, or on charts made by the Teacher, for frequent drill and review.

The exercises should be examined by the Teacher. For the correction of errors, pupils should be required to write, for each misspelled word, four or five short sentences (stories) containing it. The transcription and dictation exercises should be written, with the utmost care, in the ruled spaces on the slates. Penmanship should never be sacrificed for spelling.

WRITING.

I. The small and capital letters, and the Arabic numerals.

II. Copy-Book A (Canada Publishing Company).

The slates used by pupils of this class should be ruled on one side as recommended for the Junior First Class. The suggestions given in connection with that class should be followed.

LANGUAGE.

ORAL AND WRITTEN EXERCISES.—The following are suggested:—