

tone of voice and look after the *ends* of the words, which are apt to be slurred over. Teach the *meaning* of the *lesson* rather than of the *words*.

SPELLING AND DICTATION.

Seldom or never oral,—then only for variety. Write on slates or paper to dictation, any eight consecutive lines of the reading limit. The whole extract should first be read to the pupils, then dictated in portions without repetitions, then read for the punctuation. If the system of copying the lessons on slates, and reading from the slates has been adhered to, the pupils will soon understand and apply all the rules for points and capitals.

ARITHMETIC.

- (1) Review simple rules, Notation and Numeration.
- (2) Roman numerals to 10,000.
- (3) Tables of weights and measures.
- (4) Reduction.
- (5) Problems involving simple rules and reduction.
- (6) Mental arithmetic (see remarks under fourth grade.) This exercise should be given daily.

GEOGRAPHY.

In this and the following grades, great attention should be given to map drawing, and to the pointing out of places on the map. The map should be used at every recitation, so that the position of places may become fixed upon the mind. Straits, channels and sounds must be described by telling what bodies of water they connect, or what bodies of land they separate. Islands must be described by telling what water they are in and their position from the nearest coast. Pupils should be taught to draw a part of the map, such as a particular coast as well as the whole. A good way to test pupils' knowledge of the position of places is for them to draw an outline of the map putting in no names, and for the teacher to dictate the names to them, giving time to print them in neatly. Great

attention should be given to the spelling of geographical names.

1. Review previous limit.
 2. The relative positions and the boundaries of all the continents.
 3. The following islands:—Cuba, Sicily, Madagascar, Japan, Australia, Ceylon, Cyprus, New Zealand, British Isles.
 4. *Seas*.—Behring, Mediterranean, Black, Arabian, Red, Japan, Adriatic, Caribbean, Caspian, Baltic.
 5. *Gulfs and Bays*.—Mexico, Biscay, Guinea, Suez, Bengal.
 6. *Capes*.—Horn, Good Hope, Comorin, Ortegá, Finisterre.
 7. *Mountains*.—Rocky, Andes, Ural, Caucasian, Himalaya.
 8. *Rivers*.—St. Lawrence, Amazon, Danube, Mississippi.
 9. *Great Lakes* between Canada and United States.
 10. *Counties* of Ontario, with county-towns, thus:—
 - (1) Counties on the different bodies of water.
 - (2) Counties inland.
 11. *Islands*.—Manitoulin, Christian, Walpole, Wolfe, Amherst, Thousand Isles.
 12. *Rivers*.—Thames, Detroit, Grand, Ottawa, St. Clair, Trent.
- Draw an outline of Ontario, marking Georgian Bay, Lakes Huron, St. Clair, Erie, Ontario, river St. Lawrence.

GRAMMAR LIMIT.

1. Nature and object of grammar and its four divisions.
2. Definition of letter, syllable, word and sentence.
3. Distinction of vowels and consonants.
4. Definition of noun and verb.
5. Examples of nouns and verbs in simple sentences.

COMPOSITION LIMIT.

1. To know when capitals are chiefly used.
2. To form five easy sentences