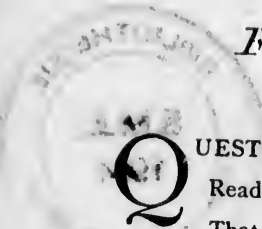


FOR INSTRUCTORS.

 **Q**UESTIONS IN RECITATION, as generally employed with Readings, tend to confused and illogical habits of thought. That this may be avoided, fit questions on all the Lessons are given in an Appendix.

ARTICULATION, in Part I, should be thoroughly taught, each drill being limited to the elementary sound preceding the Reading. Let pupils read the Lists of Words, both separately and in concert, uttering the given sound after each word pronounced. Also teach the Marked Letters and their uses.

PRELIMINARY EXERCISES. Pupils should pronounce the words of the List and spell all the difficult words of the Lesson. Require them to commence with the last word of each paragraph and pronounce back to the first, especially noticing Marked Letters and Accents.

BEFORE THE FINAL READING, be sure that the Lesson is understood. Adopt a simple formula and let the pupils give the leading thoughts in their own language. For example, *first*, the title of the piece; *secondly*, the objects mentioned, and the facts concerning these objects; *thirdly*, the narrative or connected thoughts, and the portion illustrated by the picture, if any; and *fourthly*, the moral, or what the lesson teaches.

Entered according to Act of Parliament, A. D. 1883, 1886

By JAMES A. SADLIER,

In the Office of the Minister of Agriculture and Statistics, at Ottawa.
