run, sing, fly, keep, fall, go, make, find, leave, know, read, hold, ring steal, ride, tear, leave, shake, grow, and wear.

In none of these exercises, should there be any use of grammatical terms or rules.

(12) Careful attention must be given to the correction of common errors of speech in all oral and written exercises.

ARITHMETIC.

I. Writing and reading of integers through hundreds of thousands.

II. Roman notation to 1).

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III. Addition, subtraction, multiplication, and division of integers. No number higher than 1,000,000 should be used for any purpose with this class.

IV. Exercises in Canadian currency.

V. Tables of liquid measure, dry measure, avoirdupois weight, and time measure. The uses of these tables. Simple mental problems (involving integers only) in the change of *quarts*, *gallons*, *pounds*, *months*, &..., to higher and lower names. The use of *dozen*, gross, and *score* in practical examples.

VI. Simple concrete illustrations of fractions.

VII. Regular drill in oral (mental) exercises to precede, accompany, and follow the slate work. Arithmetic, at sight (lightning calculation), with simple numbers, parallel with the written work.

VIII. Necessary technical terms to be learned by the pupils as needed. No definition should, however, be memorized by the pupils until they are thoroughly familiar with the ideas contained in it.

In arithmetic, aim always at three results :---the development of the reasoning and language faculties, and of the habit of rapid and accurate calculation. Mental, or oral, exercises should form an important part of the work.

The problems in Exercise XIV., Public School Arithmetic, which do not involve denominate numbers of more than one denomination, may be used with advantage.

GEOGRAPHY.

I. Place and relative position of objects in the school-room.