

natural, and expressive. Do not permit a pupil to read a sentence until he has silently got the thought which it contains.

As to pitch of voice, feeble and indistinct utterances, and also a loud and sharp tone are to be discouraged. Correct all mistakes in articulation by frequent drills with words adapted to that end, and occasional phonic exercises.

PHONICS.

I. To be able to use, in word-building, all of the letter-sounds mentioned in the explanatory notes introducing the phonic lists in the First Reader, Part I.

II. To be able to utter these sounds singly.

III. To be able to get the pronunciation of all new words composed entirely of sounds with which they have become acquainted.

In teaching Phonics, the use of "slow pronunciation" is recommended.

SPELLING.

I. ORAL SPELLING (looking at the printed or written word) of any word in Part I.

II. THE TRANSCRIPTION of words, phrases, and sentences from the Reader.

III. SPELLING, FROM DICTATION, of easy words, phrases, and sentences.

Spelling should be *learned* chiefly by transcription.

WRITING.

The small letters in the following order :—i, u, w, z, x, v, n, m ; t, l, b, h, k ; e, o, c, a, d, q, j, g, y ; p, f, r, s.

Careful attention should be given to the position of the pupils, and to the holding of the pencil. No pencil less than five inches long should be used. Each slate should be ruled by the teacher with permanent lines. In ruling a pin or pen should be used. The lines should be between an eighth and a quarter of an inch apart, and should be in sets of six lines. There must be thorough drill in the correct forms of the letters. To make the lessons more interesting, have pupils write short, easy words, names of familiar things, composed of the letters learned. In all written school work, of whatever nature, attention should be given to the *correctness* and *neatness* of the writing. This very important matter has, in the past, been much neglected. The hints given on the covers of the Copy-Books should be studied.