

## SPECIAL FEATURES.

1. **Words.** The aim has been to include in each Grade only such words as experienced teachers have found to present difficulties and such as the pupils of the Grade will need to use.
2. **Grouping.** These words have been carefully graded and systematically arranged in exercises. Each exercise comprises columns of words, seat-work, and illustrative sentences. Two of these columns, the first and third, contain words having some elements in common. From these words many others of similar formation may readily be taught. The other columns contain more difficult words not classified as to likeness of form or sound but in many cases connected in meaning, as names of related objects, or words derived from the same source. Many of the words will be found in the reading lessons of the same or Lower Grade.
3. **Dictation Exercises.** The words in the columns are all embodied in sentences. Each exercise is divided into four, three, or two lessons according to the Grade. These divisions are indicated by dashes. To admit of the teaching of the columns of words in the order in which they come, the following plan has been adopted :—In the first lesson, the words of the first two columns are illustrated ; in the second, the words of the second two columns ; in the third, the words of the fifth column and the more difficult of the preceding columns ; in the fourth, the difficult words in all the columns.
4. **Seat Exercises.** These exercises are intended to lead the pupils to make for themselves lists of words having a phonic element in common, to show how words are built up, and, later, to give practice in derivation. These words should be incorporated in simple sentences by the pupils.
5. **Homonyms.** These have been systematically introduced and kept before the pupil throughout the Grades. In the Junior Grades they are not given together, in order to prevent the confusion that often results