

<i>Spelling</i> .....	Willson's Primer.
	Sargent's Pronouncing Spelling-book
<i>Reading</i> .....	Willson's Reader, No. 1.
	“ “ “ 2.
	“ “ “ 3.
	Sargent's “ “ 4.
	“ “ “ 5.
<i>Writing</i> .....	Payson & Dunton's Penmanship, in twelve numbers.
<i>Arithmetic</i> ... ..	Davies' Primary Arithmetic.
	“ Intellectual “
	“ Practical “
	“ University “
<i>Grammar</i> .....	Quackenbos' First Book.
	“ English Grammar.
<i>Geography</i> .....	Cornell's Primary Geography.
	“ Grammar School do.
	“ High School do.
<i>History U. S.</i> .....	Goodrich's Child's History.
	“ Pictorial “
<i>Algebra</i> .....	Davies' Elementary.
<i>Book-Keeping</i> .....	Payson & Dunton's Double Entry.
	“ “ Single “
<i>Natural Philo</i> py..	Wells' Science of Common things.
	“ Natural Philosophy.
<i>Definition</i> .....	Webster's Common School Dictionary.
	Bayley's Scholar's Companion.
<i>School Tactics</i> .....	School-Boys' Infantry Tactics.

*Spelling.*—It is necessary that each scholar in our Public Schools should, each day, have at least one spelling lesson. While this should, as a general thing, be assigned from the “Pronouncing Spelling-Book,” and with the younger scholars, should be read aloud by the class at the time it is assigned, it is deemed proper to state that every book, used in the School, may be employed as a spelling-book. A scholar should know how to spell every word in any lesson he may have learned. Thus Readers, Grammars, Arithmetics—all can, and occasionally all should, be used as spellers. To advanced scholars, *additional* recitations, in the Scholar's Companion or the Dictionary, *may* be assigned for the purpose of acquiring a knowludge of Definitions, although it is debatable whether the best use of the Dictionary be not as a book of reference, for the scholar. Let it be understood that no lesson should be laid aside until every word contained in it be made intelligible to the class. Here the teacher's command of language will find abundant scope for its exercise. The scholar should first pronounce the whole word distinctly, and then, in spelling, take the greatest care in pronouncing each separate syllable. This direction should not be overlooked by teachers.