

subject, and one principal predicate, each of which must either be expressed or clearly implied.

2. Explanatory words, phrases or clauses, must be connected as closely as possible to the words which they explain or modify.

3. In simple sentences, be careful about the position of words and phrases; in complex sentences, about the position of clauses and the use of connectives; and in compound sentences, about the use of conjunctions of the *and* type.

4. When there are several adverbial phrases or clauses in a sentence, they should be distributed over the sentence instead of being crowded together near the close.

5. Avoid writing long complex or compound sentences. It is better for beginners to write short sentences.

6. Use only words whose meaning you fully comprehend.

7. Express simple ideas in plain words.

8. Avoid the use of high-sounding adjectives, and high-flown language.

9. Use only words enough clearly to express your meaning.

THE PARAGRAPH.

A paragraph is a closely connected series of sentences relating to the same subject, or some particular part of a subject. Sentences are built up of words, phrases and clauses; paragraphs are made up of simple, complex or compound sentences; composition consists of a succession of connected paragraphs.

The art of dividing a piece of composition into paragraphs is best learned by noticing carefully the paragraphing in your readers, histories or other books; but the following directions may be of use to beginners:

1. In general make a new paragraph whenever you make a new turn of thought.

2. Denote a new paragraph by beginning the sentence a short space to the right of the left hand margin.

3. The sentences included in one paragraph should all relate to the same division of the subject

4. The line of thought should be continued between paragraphs, if necessary, by some such connectives as, *and, but, moreover, however, thus, at the same time, etc.*

THE SCHOOL MAGAZINE.

Each month we send out a number of sample copies to persons who are not subscribers. We wish those receiving them to consider it as an invitation to subscribe. We cannot of course personally ask each individual teacher in the Dominion for his subscription, but we think the "School Magazine" is possessed of sufficient merit to entitle it to the active support of a large majority of the teaching profession. Many of our friends have done nobly for us. To such we tender our hearty thanks. We shall be glad to have their continued influence on our behalf and invite with them the co-operation of all who desire the improvement of the profession.

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