

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

COMPOSITION FOR THIRD CLASS.

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In the JOURNAL, September 15th, a course was laid down suitable for a second class and a series of topics suggested. If the second class have completed this work, they are ready to enter upon a more extended course. In the third class they will, of course, continue their observation and expression lessons and their lessons in Geography, pictures, objects and events of interest forming the basis of their work. They will also be required to condense into a phrase the thought of the successive paragraphs of their reading lessons; to replace words by synonymous terms; to express in terse form the meaning of given extracts; to use properly in sentences given subjects, predicates or case-forms of nouns and pronouns. In this class begins the writing of letters, notes of invitation, promissory notes, receipts, and other business forms. In the junior class it will be sufficient to teach the form of a letter, the matter being dictated or written on the board. The senior grade may deal with original matter.

A SYNOPSIS OF LESSON ON LETTER-FORM, (to be given previous to dictation or showing of Letter-form to pupils).

- Reason for putting name of sender's residence and the date. (Teacher asks *what* pupils would put first if they were told to write a letter. Most answering correctly, she asks *why* put it. From answers given right one is selected by criticism of pupils).
- Place of date. (Ruled space on black-board. Pupils asked to put the date where it should be put. Criticize. Draw a line to represent the date in upper right-hand corner).
- Address of person to receive letter. (Again by correction and criticism, the teacher draws lines for position of address, which should be the same as that to be put on the envelope. This is rather formal for a letter of friendship or affection, but it is better to err on the formal side in teaching, as laxity will come very naturally in after life without our teaching it).
- Complimentary address. (Position and suggestions of suitable addresses, elicited by questioning).
- Proper place to begin the body of the letter, which should be of at least two paragraphs. (Lines drawn to represent the body of letter).
- Complimentary closing, (suited to complimentary address).
- Writer's name. (Remarks on the use and abuse of Mr., Mrs. and Miss). The blackboard will present somewhat of the following appearance when the lesson is over. The class will also have it in their practice books.

Residence, Date.

Name of Receiver.

No. and Street.

Complimentary address.

Closing words and

Complimentary closing.

Name of writer.

By drawing this form on a sheet of manilla paper, it is always ready for reference, and two simple letters on other sheets will serve as materials for a quiet busy-time, if one letter be written correctly, the other somewhat after the form of the appended example :

Stratford, Sept. 23, 1893. Mr. James F. Smith, 126 Queen St., Toronto, Dear Sir, Your letter was received. In reply, my father wishes me to say he would like you to buy him the finest dog you can get for \$25. He likes a Newfoundland best. My Uncle Thomas, I am sorry to say, is very ill, and will not be able to finish the work for your house. He is a little better to-day. I remain, dear sir, yours very truly, Robert H. Jones.

The fall term of school is full of interest, and subjects for observation are to be found in the colored leaves and dropping nuts, the gathered crops of roots and fruits and grain. "The Maple Leaf" is one of our never-failing subjects of composition, and side by side is "The Beaver," which may be followed by "Canada, Our Own Land," in which the Geography lesson will be reviewed, and a powerful lesson on patriotism given by the way. For other topics, the average child is very anxious to know "all about" such things as the grocery store furnishes. The fruit stand will supply "bananas," "figs," "peanuts;" the dry goods shop will open up wonders; the common things they handle so often but know so little about, such as their lead pencils, rubber, paper and pens; there are really so many subjects that the trouble is to choose where to begin. An old chart of animals, birds and fishes of comparative sizes gave one class fascinating materials for thought. A little cup and saucer, "a really, truly one," whose picture they drew after the teacher had talked about the way the china was made, gave variety and delight. A tin watering-can placed on the teacher's cupboard was interesting from the peculiarity of its position. An "Honor Roll" made of paper tacked to a smooth rod having a cord to hang it up by, on which the best essays can be gummed, would be a fine incentive to the class. It is very difficult to keep straying pieces of paper neatly unless some such device be adopted, and we all have had essays we would like to keep. When one leaf is filled, a second can be tacked on the rod and filled up, so making a very valuable scrap album of original matter. I would suggest for an appropriate heading, some such motto, printed in fancy letters, as "Worth Reading," "Our Best" or "Something Original," the cover of the album being decorated with leaves and birds or some other pleasing device. The drawing of pictures or pasting on of cut-out scraps on the compositions themselves and ruled lines of red ink on the Roll will have an educative effect on the taste of the pupils.

If we had but the time how interesting we could make the Composition lesson, and how developing it would be, but when the year is divided into two terms, with an examination at the end of each demanding so much percentage, the hardest subjects must be paramount, and as Composition is said to "come natural," it must stand aside for formal Grammar and its hard facts, which we all know do not "come natural." But we have in the present an opportunity which will aid the "good time coming" and that is in teaching our pupils the love of Composition time, by making the work interesting and suitable to their mental development.

A JANITOR of a school building seeing the words "find the greatest common divisor" on the blackboard again and again, exclaimed in good faith, "Well, is that thing lost again?"

ABILITY to present a subject so that it is within the comprehension of the pupils, seldom fails to gain the attention and excite the interest of the class, and this is a first step towards good order in a school, and self-control in the pupils.—M. Aiken.

For Friday Afternoon.

A FUTURE IN FRONT OF HIM.

"Jim has a future front of him"—
That's what they used to say of Jim,
For when young Jim was only ten
He mingled with the wisest men.
With wisest men he used to mix,
And talked of law and politics;
And everybody said of him,
"He has a future front of him."

When Jim was twenty years of age,
All costumed ready for life's stage,
He had a perfect man's physique,
And knew philosophy and Greek;
He'd delved in every misty tome
And everybody said of Jim,
"He has a future front of him."

When Jim was thirty years of age,
He'd made a world-wide pilgrimage,
He'd walked and studied 'neath the trees
Of German universities,
And visited and pondered on
The sights of Thebes and Babylon;
And everybody said of Jim,
"He has a future front of him."

The heir of all earth's heritage
Was Jim at forty years of age.
The lore of all the years was shut
And focused in his occiput;
And people thought, so much he knew,
"What wondrous things our Jim will do!"
They more than ever said of Jim,
"He has a future front of him."

At fifty years, though Jim was changed,
He had his knowledge well arranged,
All tabulated, systemized,
And adequately synthesized,
His head was so well filled within
He thought, "I'm ready to begin,"
And everybody said of Jim,
"He has a future front of him."

At sixty—no more need be said—
At sixty years poor Jim was dead,
The preacher said that such as he
Would shine in all eternity;
In other worlds, beyond the blue,
There was great work for Jim to do;
And o'er his bier he said of Jim,
"He has a future front of him."

The great deeds we are going to do
Shine 'gainst the vastness of the blue,
Like sunset clouds of lurid light
Against the background of the night;
And so we climb the endless slope,
Far up the crownless heights of hope,
And each one makes himself a Jim,
And rears a future front of him.

—S. N. Foss.

STORY FOR REPRODUCTION.

A BOY AGAIN.

The director of an immense company was in the habit of prowling around the office. One morning he happened to come across the dinner-pail of the office boy. His curiosity led him to take off the cover. A slice of home-made bread, two doughnuts and a piece of apple pie tempted the millionaire's appetite. He became a boy again and the dinner-pail seemed to be the one he had carried sixty years ago.

Just then the office boy came in and surprised the old man eating the pie—he had finished the bread and doughnuts.

"That's my dinner you're eating!" exclaimed the boy, indignantly.

"Yes, sonny, I suspect it may be; but it's a first-rate one for all that. I've not eaten so good a one for sixty years. There," he added, as he finished the pie, "take that and go out and buy yourself a dinner; but you won't get as good a one," and he handed the boy a five-dollar bill.

For days after the old man kept referring to the first-class dinner he had eaten from the boy's pail. And yet when he was a boy he quite likely grumbled about his food, just as some boys do to-day, who by-and-by may think, "how good mother's victuals used to taste."

It is best to enjoy good things while you have them. They will be gone by-and-by.—Practical Teacher.