

## NOTES TO TEACHERS.

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1. An abundance of work in sentence-building and composition has been provided in the exercises of this book. It is expected that the teacher will use this material as the needs of the class require. Some of the topics may be treated orally, and some in writing; others may be omitted altogether.

2. A teacher should not undertake to correct every paper that his pupils write. If he does, his burden of work becomes too heavy to be borne, or the pupils have much less practice in writing than they need.

3. The more common faults should be corrected one at a time by having two or three sentences containing the error in question, as well as others quite free from it, copied upon the board and criticised by the class. Pupils should then correct their own papers, and may afterwards exchange them for mutual criticism.

4. Show the best work rather than the poor work. When work is put on the board for correction, only so much should be written as is necessary to show the error, and it should be speedily erased. When good work is put on the board for commendation, show as much as is convenient, and let it remain as a model.

5. Do not discourage by criticism. The pupils' standard of good work should not be raised so high as to seem unattainable, but should rise as the class progresses.

6. In the beginning, criticisms should be limited mainly to arrangement, misspelled words, and violations of the fundamental rules of punctuation and capitalization.

7. Pupils should be trained to write freely and rapidly, with no undue anxiety about correctness, and then to revise with thought and painstaking.

8. To indicate errors without making corrections, S may be used in the margin to indicate an error in spelling, G in grammar, P in punctuation or capitals, and R in arrangement or style.