

The inventive composition should be given whenever any one of the subjects under consideration affords special opportunity. Some subject or phase of a subject being rounded up in the mind of the pupil, the facts having been so presented and so unified that he possesses certain definite knowledge of the subject or phase, which by mental assimilation has become his view of it, and which he is able to give out in the logical, completed form of expression termed "a composition."

Sufficient time may be given to the writing of this composition by combining the weekly composition period with that of some one of the other branches, each in turn being thus displaced by the composition. These compositions should come as often as once in two or three weeks, amounting to from fifteen to eighteen during the year. Both the composition exercises and the composition will constitute practice and training in the two most important forms of English composition,—narration and description. Practice in descriptive

composition should follow the three lines, description by parts, description by attributes, and description by both parts and attributes. Narration should begin with the most elementary relation of incidents or facts, and rise by degrees to "story-telling." Greatest care will have to be exercised by the teacher to keep these pure in style at first, for descriptions will almost inevitably intrude into narrations and vice versa, and if unskillfully combined, confusion of style and obscurity of statement will result. Therefore, it is desirable that both teacher and pupils enter into a special study of these two forms, to the end that the pupils may readily distinguish between them and acquire the skill to write in either form as directed. When this skill has been attained, the pupils may be given practice in using the combined forms, but should be able to analyze their own compositions, to distinguish each form wherever used, and be able to perceive the reason for its use.

PRIMARY LANGUAGE

I offer some suggestions for primary language, which, though not new, may prove helpful. In the second grade, in the early part of the year, I use questions, having the children copy them from the board and write answers. I begin with simple questions which they can readily answer, such as, "What is your name?" At first I have the answers given orally before they are written, so as to be sure that each answer is a complete statement; also to show that the answers may be worded in different ways. For example, in answer to the question, "What is your father's name?" either of these answers may be given: "My father's name is James Gray." "His name is James Gray." "It is James Gray."

After considerable practice in writing answers to questions, I place on the board lists of suggestive words, and

they are required to put each word into a question. Questions may be written on cards and distributed, thus giving different ones to each child, and the cards, being changed, will answer for many lessons. I give a list of some of the questions I have often used, the answers to which do not require an extensive vocabulary, as many of the words required for the answers are found in the questions:

How old are you? How many sisters have you? Where do you live? What day is it? What month is it? What season is it? In what month is your birthday? What do cows eat? What do squirrels eat? What fruit grows on a tree? What fruit grows on a vine? How many doors in this room? How many windows in this room? How many children in your class? How many legs has a fly? How many feet