

## COMPOSITION.

CLASS III TO IV.

Describe one of the following articles:—Locomotive, Sewing Machine, School House. Or, write a letter to your sister who has been living for a year at your uncle's.

(Accuracy and neatness insisted on.)

## HISTORY.

CLASS III TO IV.

1. State (a) the date when our Dominion was formed, and (b) which Provinces at first formed it.
2. How is this country governed?
3. Name the important events which took place in Canada at the following dates:—1759, 1791, 1812, 1837, 1867.
4. What were the U. E. Loyalists? and why were they so called?
5. In how many different wars was Canada involved from what is now the United States? Give a short explanation of each war.

## LITERATURE.

CLASS III TO IV.

1. Explain fully the meaning of the following:—
  - (a) Dressed in a very ordinary way.
  - (b) Instantly resounded in all directions.
  - (c) Ample scope for observation.
  - (d) Collected by subscriptions.
  - (e) Instantly commence the assault.
2. (a) Name one or two lessons in the Third Reader, giving an account of the training of animals.
- (b) Name two lessons there, which describe the taming of animals.

(To be continued next week.)

## Practical Department.

## LANGUAGE LESSONS.

The primary object of education in language is to learn to use language. The use of language is an art; and we learn the art by imitation and practice. The pupil who has always heard good language will always use good language; his ability to use good language does not depend upon his knowledge of grammar, but upon his having heard good English, and read it.

The fundamental principle of language lessons is, that pupils are to be taught the practical use of language by the use of language, rather than by a study of its principles. They must learn the art, and, through the art, come up to the science.

[We do not wish to condemn the study of grammar,—the teacher should understand it. Technical grammar is study of the science of language, and it belongs in the advanced course.]

The object of language lessons is to teach the art of correct expression; of grammar, to teach the science of language.

The language lessons should prepare for, and lead up to grammar. According to this principle, a knowledge of language should precede a knowledge of grammar.

## SUITABLE FOR BEGINNERS.

## Directions.

- I. 1. Require pupils to write the names of objects.
2. Require pupils to write the names of parts of objects.
3. Require pupils to write the names of qualities of objects.
4. Require pupils to name the uses of objects.
- II. 1. Require pupils to give a name that will apply to every thing which they can perceive (matter).
2. Require pupils to classify the different kinds of matter (mineral, vegetable, animal.)
3. Require pupils to name things that belong to the different classes.

III. 1. Require pupils to write the names of objects with the name of action, forming a sentence.

2. Lead pupils to an idea of a sentence, as asserting something of something.

3. Develop telling or declarative sentence, asking or interrogative sentence, commanding or imperative sentence, and feeling or exclaiming sentence.

4. Teach them that each sentence begins with a capital letter; that a declarative or imperative sentence ends with a period; an interrogative sentence with an interrogation point; and an exclaiming sentence with an exclamation point. (Drill them in writing sentences, and correcting sentences which violate these rules).

5. Have them write sentences introducing adjectives, adverbs, pronouns, etc. (The teacher will give the words and have them form sentences. Of course the pupils are not to know anything about these words as parts of speech.)

6. Show the difference between particular and common names, and teach the use of capitals for particular names. Teach also the use of capitals I and O. (Have them write exercises involving these things, and correct sentences which violate their correct use.)

IV. 1. Give two words, and have pupils write sentences containing them; give three words to put in a sentence; four words, etc. (Let the pupils select words which they are to write in a sentence.)

2. Give pupils sentences, with words omitted, and require them to insert the correct words. (The teacher should select and prepare a large list of such sentences, write them on the board, or take a copy from the copygram.)

V. 1. Present an object to the pupils; let them examine it and describe it. (Let them describe one another.)

2. Present objects to the pupils; let them compare and tell the resemblances and differences.

3. Let the pupils look at a picture and tell what they see in it; reproduce it orally and written. (The teacher should call the attention of the pupils to the objects, number, appearances, etc., if unnoticed by pupils.)

4. Tell or read something; have them repeat what you have said in their own words, and then write it out on their slates or on paper. (They will see that writing a composition is merely telling in writing what they know and can tell in talk.)

5. Call out the pupil's knowledge of an object by asking questions about it, and then have him write down what has been said, in full sentences. (Ask questions about a sponge, about dew, rain, water, snow, winds, habits of animals, plants, etc.)

VI. 1. Teach the use of the hyphen, as connecting compound words, and also its use at the end of a line, in connecting one syllable with another beginning the next line.

2. Teach the use of the comma, as placed after the name addressed, and also as connecting three words of a series: as, "Jane, come here;" "He saw a boy, a girl, and a man."

3. Teach the use of the period after abbreviations, and drill pupils on the common abbreviations; as, Mr., Dr., Rev., Hon., Esq., LL.D., Ph. D.

4. Teach the use of quotation marks.

5. Teach the use of a colon before a quotation, as follows, As he said: "Mr. Speaker, the gentleman is mistaken."

9. Teach the use of the apostrophe in denoting possession, as, Minnie's book; also its use in denoting omission of letters, as, ne'er, 'tis, etc.

VII. 1. Give related simple sentences, and require pupils to unite them into compound sentences. Thus, "Mary is studying," "Mary is walking," changed into "Mary is studying and walking."