

rect form of the Date, Address, Introduction, Close, Superscription, their punctuation, and the correct use of the capitals which occur in them. The teacher who does not understand the subject will find it in Westlake's *How to Write Letters*.

31. Require pupils to write letters of different kinds; as Business Letters, Notes of Invitation, Notes of Acceptance, Excuses for Absence from School, Receipts for Money, Due Bills, Notes, etc.

32. Have them write a letter to a teacher, to a friend, to their father, to their mother, to a school-mate, etc. They will be interested in writing a letter to a dog, or a horse, or a bird, etc., imagining that the animals can understand them. Give them forms of letters as models for them to imitate.

33. Teach them a few of the simple figures of rhetoric, as the simile, the metaphor, personification, etc.; and require them to point out in sentences and to form sentences containing such figures. Have them change metaphors into similes, and similes into metaphors, etc.

34. Have them write little newspaper paragraphs, as an account of a fire, of a party, of a runaway, of a railroad accident, etc. Bring a newspaper into school and read such items of news as will interest them, and have them write little items in imitation of those in the paper.

35. During all this time, have them committing and reciting choice selections of prose and poetry. Do not allow them to repeat these mechanically without understanding their meaning, but ask questions to lead to a clear idea of what is expressed. This will cultivate a literary taste, which lies at the basis of all artistic excellence in the use of Language.

36. Give them suitable subjects and require them to write little compositions. Let the subjects be simple, and of personal interest to them. Indicate the method of treatment. Ask questions to lead them to what should be written. Encourage the timid and diffident. Suggest how to state facts, to say bright little things, to express ideas and sentiments, etc. Lead them to write naturally, expressing what they think and feel. Correct kindly and gently, and strive to make them love to write compositions.

The above presents a very complete outline for instruction in language lessons. It is, however, merely an outline, and needs to be filled out for actual use in the school-room. The teacher