

"About the House" Sentences.

[The merit of this exercise is in having the children think and say something especially good. One thoughtful sentence well expressed is of greater value than many weak, thoughtless sentences.]

Write one good sentence about

floor	carpet	windows
latch	laths	stove
oven	rafters	roof
shed	shelf	kitchen
cupboard	sink	hearth
fireplace	bookcase	table
pantry	stairs	cellar
ceiling	flue	door
sash	wall-paper	register
radiator	rug	under the sink
furnace	blinds	piazza
chimney	coal-hod	tongs
bed	bureau	rocking-chair.

—*American Primary Education.*

Spelling for Little Folks.

by	no	meat	road
of	knew	rain	rowed
off	new	reign	write
I	knew	fly's	right
eye	sail	flies	lamb
son	sale	bow	many
sun	bear	bough	through
any	bare	hopped	threw
ate	led	hoped	limb
eight	lead	boys	Wednesday
sum	pane	boy's	February
some	pain	rose	

These words, selected from the journal above named, may also be used as drill in sentence-writing, but guard against the sentence that means nothing or costs no thought. If children can be led to make sentences involving descriptions of their walks to and from school, incidents of the home or school-room, facts that they have learned in previous lessons,—such composition exercises will be a delight to them; as, "Passing *by* a house this morning I saw some pretty plants in the window," "Paper is made of rags" (or straw, or wood), etc.

Story for Reproduction.

An Italian boy was selling statues of well-known public men and others, when a man passing by accidentally knocked one over, breaking an arm off, which caused the boy to cry. A sailor close by inquired the nature of the boy's grief, and he replied, "My statue of Mr. Gladstone is broken." "Can't you mend it?" asked the man. "No," replied the boy tearfully. "Then knock one of his eyes out and sell him for Nelson," replied the seaman, much to the amusement of the crowd around.

THE CLASS-ROOM.**A Lesson on Teaching Composition.**

The object of all language teaching, the correct use of our mother tongue, is that the pupil may acquire ease and correctness in expressing thought both in speaking and writing. By far the most important factor in language teaching is composition. By this I do not mean setting the pupils to write essays on abstract subjects. What I mean is the practice, oral and written, in the use of good language. Here we must begin with the primary grades. The little ones love to listen to stories, and with a little encouragement they can be led to tell the story themselves. Get them to talk to you by all the means at your command. Encourage them to tell about the games they play, the walks they take, anything in which they are interested. Let written composition begin as soon as they can write and spell with some degree of ease.

In dealing with answering the questions in writing on each reading lesson I prescribe the questions to be studied with the lesson. Then next morning these questions are answered in their exercise books before the reading of the lesson. In correction of wrong forms of speech my plan is to note and have corrected each error in grammar. But I have found most difficulty in getting the pupils either to repeat the substance of the reading lesson orally or to reproduce it on paper. The reason of the difficulty is that by the time the children have read the lesson several times they become so well acquainted with it that they adhere too closely to the words of the book instead of using their own language. In order to overcome this difficulty I have tried different plans, and have found them more successful in leading the pupils to express their thoughts in their own words than the reproducing of the reading lesson. One plan which I have found to interest the children is to ask them to write a short account of any visit they have made during vacation or at any time, or of anything which they have seen or of which they have read. Then a certain number read their story to the class. Another good plan is to distribute pictures, one to each pupil, and ask them to write a short story about what they see in the picture, one pupil putting his story on the blackboard, so that the class may criticise, and then a number of others reading their compositions, holding the picture so that all may see it. These plans, I have found, lead the children to think and to express their thoughts in words, which is one of the difficulties to be overcome in the work of the intermediate department.

Last winter I began to read to my school, consisting of grades V, VI and VII, Dickens' *Child's History of*