

should always be used, both as an aid to memory, and a guide to order and proportion. Pupils in Grades VII and VIII are at an age to appreciate mythology. Read, then, some of those beautiful Classical Myths, and let the pupils reproduce these. This will serve a double purpose, for no student can understand the language of the poets unless he knows something of mythical lore.

If the teacher has a collection of prints, gathered from old magazines, newspapers, etc., and mounted on card board, these can often be used as subjects for composition. If the picture happens to be a landscape, let the pupil tell a story, taking the picture as scene.

For the Friday composition, if you have a composition period on that day, a plan that I once read of and have since used is to announce on Monday that as a subject for his composition on the following Friday, each pupil will be asked to describe something he has actually done or seen being done during the week. This exercise will tend to develop the child's powers of observation and we get as a result such compositions as: How to wash dishes. How to set a table; How to shoe a horse; How to build a camp; How to make bread, a certain cake or candy.

In the matter of letter-writing, the best results will be obtained if the pupils are writing real letters. It is easy to find twenty or more topics and occasions for writing actual letters for social and business purposes during the school year. You are perhaps forming an Audubon Club with your class, or sending for sets of maps, birds or pictures — let the pupils write these letters themselves, the best one to be actually sent. Others, if they wish, can send the letter to some friend. By looking through the pages of any late magazine, we can find advertisements, which the children can answer, and from which they can receive actual replies. If you are having any entertainment at school, let each pupil write and send an invitation to a friend. It need not surprise us that the pupils put their best efforts upon this real work. Would we write letters and essays with enthusiasm and painstaking accuracy only to throw them into the waste-basket?

Punctuation, capital letters, paragraphing, etc., are best taught inductively, *i. e.*, the pupils must formulate the principles for themselves from a study of examples. Much drill will be needed in this. Perhaps the best way to give this is by placing material on the black-board and asking pupils to punctuate, capitalize, and paragraph it, giving their reasons in each case. A study of the reading lessons as models is also useful.

In oral composition, we will get our best opportunity for correcting errors in English and incorrect expression. This must be at first a training of the ear rather than of the eye. Incorrect expression is not so much a lack of knowledge as it is a habit of life. We must take care, as much as possible, that our pupils hear and see nothing but good

English. Instead of putting lists of sentences with "false syntax" on the board to be corrected, it is much better, in my opinion, to write the sentences leaving blanks to be filled in correctly. Correct every mistake you hear used in the school room, or better train the children to detect mistakes for themselves. Let any child raise his hand at any time he hears an incorrect expression used. Let them sometimes keep a record, for a week, of mistakes in English they

have detected in the speech or writings of others during that time, but let them write always the *corrected form only*. Too much attention cannot be paid to correcting these expressions in school, for they are far too common outside. The sign "Automobiles go slow," for example, is much more familiar to the eye than the correct form, says Lord Chesterfield:

"We must never offend against Grammar, nor make use of words which are not really words. This is not all: for not to speak ill is not sufficient, we must speak well. Vulgarism in language is a distinguishing characteristic of bad company, and a bad education."

The Berlin Tageblatt in announcing that Germany depends on her submarine warfare to bring an early peace declares the U-boat toll to have averaged 821,000 tons monthly since February 1, 1917.

DON'T THROW AWAY

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