

as to what material and form in spokes, felloes, and hub, will combine the desired lightness, strength and symmetry? Similarly we teach arithmetic. Before asking the pupil to add $\frac{2}{3}$ to $\frac{1}{3}$, we utilize the blackboard, diagrams, coloured cards, an apple or any other object which can aid us in showing that the division of $\frac{1}{3}$ into four equal parts, and of $\frac{1}{4}$ into three, gives us twelfths, therefore $\frac{2}{3}$ equal $\frac{8}{12}$ and $\frac{1}{3} = \frac{4}{12}$.

Now, what I claim for composition is a like method of definite, progressive instruction and practice in sentence building. The instruction will require a class drill of not less than one-half hour each week; but recitation in history, geography, and physiology will give opportunity daily, for oral and written practice. Pupils reading the Third Reader may be required to express a perfect thought as, "Birds fly," using only the two classes of words, which at one period in their history, were the only ones at the command of our Saxon forefathers. Besides laying the foundation of conciseness, this exercise is the best for enabling the pupil to distinguish between nouns and verbs, subject and predicate. Qualifying terms give at least modified thoughts as, "Little birds fly swiftly." The pronoun and preposition are next pressed into service and we have, "Our little birds fly swiftly across the street in winter." Placing the phrase "In winter" at the beginning of the sentence enables the pupil to see that the position of modifying terms affects the clearness. From the first lesson, attention ought to be given to capital letters, periods, interrogation and exclamation points. To the fourth class may be safely left the important allies to conciseness and force, viz., participial, appositive, infinitive, and absolute phrases. The great care and patience needed in teaching the proper use and position of these phrases are amply rewarded by the increased ability to express many thoughts in few words, as illustrated by the form our sentence now assumes.

"In winter, seeds being rare, our little birds, the sparrow and snow-bird, fly swiftly across the street to pick up crumbs, left for them by kind-hearted children." At this stage it is not difficult to understand the part played by the comma in making these thoughts distinct. Such drill in simple sentences enables the pupil to use with ease the relative pronoun and conjunction, as links in the construction of compound and complex ones. The small boys'