

Such materials as can be obtained, toys, fruits, flowers, and above all pictures, should be made use of to enliven the language-lesson.

In giving a lesson on the comparison of adjectives the teacher may have on her desk a couple of autumn leaves. As these are shown, pupils may be asked if they see any difference between them. Answers will, of course, contain adjectives in the comparative degree, redder, larger, smaller, lighter and others. Other objects may be compared until the pupils are compelled to notice of their own accord the use of the comparative form. Further questioning will lead them to perceive the difference between the comparative and superlative degree.

Great care should be exercised to prevent making the questioning process tedious or dull. If a class of children are asked if they can see any difference between two pencils, when one is clearly twice as long as the other, they naturally *resent* the stupid question; but if the two pencils are so nearly alike that it is necessary to look closely in order to perceive any difference, interest and attention are then assured.

Children should be taught to reproduce orally, stories read or told them by the teacher. In an exercise of this nature the greatest possible freedom should be allowed, as the main object is not so much to secure accuracy of expression as to train the children to speak readily and to enable them to put their thoughts in order while speaking.

The use of pictures will be of great assistance in a language lesson. A certain number, sufficiently large to be seen by all the members of the class at once, should be at the disposal of the teacher. It will be necessary at first to ask questions in order to lead pupils to notice things suggested by a picture and to reflect upon them.

The first attempts at written work on the part of the pupil will, of course, be the copying of script. Short sentences should be written on the black-board for this purpose. As soon as they are able to do so pupils should copy sentences from their readers. This will help them to become accustomed, by imitation, to correct spelling, punctuation and the use of capitals. Next should come the writing of original sentences, but oral work in sentence-making must always precede this. If written exercises are given regularly children will soon acquire the