

sentences, with this special recommendation; an intelligent arrangement of the various parts. In Chart I. the symbols and several types for simple sentences may be seen, and it is difficult to imagine how a child could write sentences for these types unless he intelligently knew that the article, adjective, noun or pronoun in the possessive case, a noun in apposition and phrase must be joined to a noun or its equivalent as subject or the object of a transitive verb or preposition; that the adverb must be joined to a verb, adjective or other adverb and the other various relations, which are perfectly familiar to all of you.

Every teacher knows how often the making of sentences by younger pupils seems like a perfect farce. The child can go on forming sentences, as: The sun shines, The dog barks, The fire burns, or again, The bright sun shines, The black dog barks, The big fire burns, to an astonishing extent; but how monotonous they become! And how much intelligence or ingenuity did the child manifest in elaborating these sentences is a query which sooner or later will beset the teacher. If this system be new to any one present, it is possible that the novel peculiarity of the symbols and types may appear at first sight very puzzling. They would be, if the material on Chart I. were given in a wholesale manner to the child; but no judicious teacher would follow such a course as that, and allow me to assure you that if the instruction be given gradually, one type being built on a previous one, the mind becomes in no way burdened, but the intelligence awakened.

2. The variety within the grasp of the teacher in using these types.

To have the characteristic of variety is essential for successful teaching in all grades, but especially so with younger pupils. You may call upon your class to make any number of sentences, no two of which will be alike, by writing down on the black-board types similar to those in Chart I. or combinations of them. Or, again, the teacher may write down the various sentences to which the pupils are to assign the corresponding types. Still a third variety, direct the scholars to write on small slips of paper, sentences for some type specified by the teacher; have these slips changed among the members of the class, so that the slip of any pupil may be far removed from its owner; then cause the pupils to criticize the sentences.

3. The interest aroused in the pupils by this variety mentioned in Point 2.

Interest, of course, necessarily follows from well directed variety and a teacher of many resources; one who prevents a