

correct forms, lead pupils to follow the best writers and speakers, and avoid those expressions which must always be excluded from our best literature.

To reach the desired result the teacher must contend against the tendency, either natural or acquired, to shirk the thought and care necessary to the production of correctly written exercises. This tendency is at times the result of ignorance, for nothing sooner discourages a young mind than to find itself in a maze of difficulties with no previous knowledge to use as a key to the situation. Proper instructions should be given, line upon line, much written work assigned, providing always for a fair division with the oral so as not to make a hobby of the former, mistakes carefully noted, and thorough corrections required. This done there must be notably good results. Even after much care there will be errors, at times ludicrous perversions of sound instruction, and then, instead of the gratified sense of good seed sown carefully in good soil, bringing forth a hundred-fold, the result of a careless moment, some chance expression, or, more often, perhaps, deplorable inattention and listlessness is seen in such examples as are furnished by Mark Twain in his "English as She is Taught," and in similar ones discovered by most teachers in *English as she is wrote in Examinations*. If one pupil has become somewhat confused and says: "Always use a capital letter after the word O," and another, in profound ignorance of theological terms, says that "Heaven should begin with a capital letter when it means the Virgin Mary, or the Holy Ghost," there is no need for discouragement, but the teacher must be honest enough to see that the fault may possibly lie in the fact of too much being undertaken. Fewer principles thoroughly taught will develop the mind and lay a stronger foundation for future work.

To direct the child's thought, to develop his mind, to help him to secure pleasant and easy expression, reading, memorizing, and copying selections from the best writers will be of much benefit. The language lessons of the primary grades may be continued, and reproductions and abstracts, both oral and written, used with profit. Employed in the proper way English composition is a lever of no mean importance. Carelessly used it may be of some profit, but with judicious care its benefits are increased ten-fold. Don't tell a child to write of "the vanity of human grandeur," or "the subtlety of life," or "the evanescence of earthly joys," but let him tell of the trees which he knows, of the birds whose plumage he admires and whose song he enjoys, of the many common things around him, teach him