

separate study? Certainly. That time comes when he enters the Fourth Class of our Public School course. By that time, if the subject has been kept in view, and reading lessons have daily been copied, he will have acquired the habit of expressing himself well—a knowledge of the use of the more important points and the rules which govern the application of capitals, and that, too, without any special teaching. It is fit and proper, at this stage, to call his attention to rules which, hitherto, he has followed intuitively. The following methods may be used to advantage:—

(a) Re-write a given passage, substituting synonyms for words underscored.

(b) Paraphrasing sentences; that is, giving their equivalent in other words.

(c) Rendering poetry into prose.

(d) Combining separate statements into sentences of a specific kind.

(e) Changing direct into indirect speech, and *vice versa*.

(f) Changing the grammatical construction of sentences.

[Composition seeks variety of expression.] No two pupils will express

the same idea in the same words. Let them put their renderings on the board and let the class criticize the work. The whole value of the lesson is in the criticism if properly directed. [Composition does not furnish ideas, but clothes them.]

At this stage the writer called up a number of his pupils and proceeded to illustrate his method of teaching composition to his class—one preparing for entrance to the High School. A subject was selected, and the pupils were invited to mention anything they knew about it. Their hints were written by their teacher on the black-board; and, when the subject was, in the opinion of the pupils, exhausted, they were given fifteen minutes to weave the hints on the board into compositions, on their slates. They then copied their "compositions" upon the black-board, and, in the presence of the Association, proceeded to criticize each other's performance, objecting to a faulty sentence here, a misplaced capital or point there, and so on. The proceedings were concluded by writing on the black-board this final motto, [Criticism is the pith of the whole matter.]

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MESSRS. D. APPLETON & Co. have just issued a work on "The Art of School Management," by Mr. J. Baldwin, a gentleman at the head of the State Normal School at Kirksville, Mo., and who has had some five and twenty years' experience in teaching. The volume is one of a series of books which the author is preparing to form a library of professional information on the subject of Education. Two others are announced for early publication, viz., a work on "Elementary Psychology and the Science of Human Culture," and one on "The Art of Teaching."

In the present work the author takes up the subject of organizing, governing and conducting schools, and gives some excellent practical hints which our readers will profit by making acquaintance with. The object seems to have been to supply plain, suggestive lessons for the teacher rather than learned disquisitions on abstruse subjects or speculative theories. Mr. Baldwin says, that "it is the world's supreme work to elevate teaching from the position of a vacillating empiricism to that of the chief of arts," and he contributes no slight aid himself in that direction.