

A whole lesson should be devoted to the question mark. Write on the board from the children's dictation questions about things in the room, and punctuate. Let them practise making neat question marks, copying from the printed book. Set them to pick out questions in their reading lessons and copy them. Or have them copy those on the board.

For the next lesson, statements may be given to turn into questions, *e. g.*, 'The leaf is green.' Is the leaf green? and so on. Then, dictations should be given containing both statements and questions, and proper punctuation and capitalization required. And after this stage is reached, marks should be lost for failure on these points in any dictation or other written work.

The children are now ready to practise writing original sentences. Give the names of two or three familiar objects, *e. g.*, violet, cow, map, brick, hen, marble, and tell them to write a certain number of sentences about each one. Make them begin each sentence on a new line. Insist on their drawing upon their own knowledge and making their sentences *varied* and *interesting*. You will not, of course, use these terms, but show them that you will not be satisfied with such sentences as; 'There is a violet. This is a cow. It is a hen. He is tall. She is short. It is good,' but that you expect something more like this: 'My hen has five chickens. White violets smell sweet. Our cow has two horns. Henry drew a map of New Brunswick.'

Excellent suggestions and examples for work at this stage are to be found in Arnold and Kittredge's 'Mother Tongue,' recommended in our last paper.

When good disconnected sentences can be readily produced, the next step is to connected narrative. The writing of separate sentences should not, however, be altogether abandoned. It should be used, as the children advance, to illustrate the meanings of new words, and to increase their vocabulary. Meanwhile, they should be learning how to tell a story.

Select a short pointed anecdote from the reader, or read twice to the children some such story as this:

One fine day in summer, a fox went out to walk. By the side of the road he saw a tree. Beside the tree grew a grape-vine, which had climbed up over the branches. Bunches of ripe, purple grapes hung from the vine. The

fox was very fond of grapes and he wanted to get some, so he jumped, and jumped and jumped, but the grapes hung too high, and he could not reach them. At last he grew tired of jumping, and he walked away disappointed, saying: 'Bah, I don't care. The grapes are sour.'

By careful questioning, draw from the children answers in complete sentences, which, when put together, tell the story.

What did a fox do on a fine summer day? What did he see? What grew beside the tree? What was hanging from the vine? Did the fox like grapes? What did he try to do? Did he get any grapes? How did he feel? What did he say as he walked away?

This should be gone through orally. Then ask the questions a second time and write each answer on the board as it is given. *e. g.*

A fox went for a walk.

He saw a tree by the side of the road.

A grape-vine grew by the tree.

Some bunches of ripe grapes were hanging from the vine.

Do not attempt to elaborate the children's answers, or to connect them by conjunctions or adverbial phrases. Let the children dictate the full stops and capitals. (Put in the quotation marks without remark, as they are used to seeing them in their reading books. But for seat work, do not give stories involving quotation marks until the simpler uses of these have been learned. This point will be dealt with in a following paper). The answers will then be copied from the board.

In succeeding lessons, the answers, after being written on the board, should be erased before the children begin to write, but any difficult or unfamiliar words should be written in order to avoid mistakes in spelling.

The sentence, 'The quick brown fox jumps over the lazy dog' contains all the letters of the alphabet. It would be a bit of good seat work for little children to find them out and arrange in their regular order. That would decide also whether school children in grade one 'know their a b c's.'

I take great delight in the beautiful supplement pictures of the REVIEW and always passepartout them as they are received.—E. M. O.

AN EXERCISE IN PUNCTUATION.—'That that is is that that is not is not that is it is it not,'