

go out from our schools at twelve years of age, having studied grammar for three years, with nothing more to show for the work than the words of a number of rules and the invaluable and almost sole benefit, the example of the teacher?

We are all ready to admit the statement that grammar and composition are not as valuable in the school course as they ought to be. Now, how can we make them of the utmost benefit to our pupils? There is no doubt that the secret of successful teaching lies in the method adopted. The subjects must be taken up in some regular order, beginning with the simplest forms and leading up to the complex. We must go back in written composition almost to the point where the child began to speak. We must take the correct simple sentence and teach him to write it; and as he gradually learned to use sentences of greater and greater complexity, so must he be taught to write about familiar things in more and more varied language. As we proceed, the conventionalities peculiar to writing must be taught—the use of the period, comma, semicolon, interrogation and exclamation points, the use of paragraphs when new subjects are introduced, the division of words into syllables, correctly, when they come at the ends of lines, the impropriety of using the same word over and over, the use of capitals, &c.

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[The foregoing paper was read at the Teacher's Convention held last year in Montreal. By means of the black-board, Miss Robins elucidated her plan for the teaching of composition, and in some subsequent issue, we may be able to give it under the department of *Practical Hints*. Her method involves the imitation of the type or grammatical symbol used in connection with the analysis of sentences. Among the advantages to be derived from adopting her plan, she claims (1) that a definiteness is given to the teaching and writing that could be gained in no other way, (2) that the child is called upon to write only one sentence at a time, according to some model, (3) that the mistakes made can be corrected so that the child can understand, with very little effort, the correction, and (4) that it is an invaluable aid to the preservation of good English.]