

terests him most, and when he has arrived at his destination and settled in his new home, what will afford him more pleasure than filling out those notes and sending them to his friends at home. In reading them they share his joy and see the sights he saw, and yet they have never left their home, or neglected their business. Will not his friends as they read his glowing description of foreign places and things be glad that he studied composition, and think of the dry account that would have been sent had he not been able to compose. It also enables us to give future generations the benefit of our experience and researches. In looking back we can see how much we are indebted to the great and good of the past. They by their command of language have handed down to us the fruit of their long years of toil and research after truth. In this they have left us a noble example, which says, "Go thou and do likewise." Is not ours a very scientific age, and is not science making gigantic strides, and are we not in duty bound to give future generations the benefit of that progress. There are discoveries made, investigations carried out, and truths elicited at the present time which the good of the future generations require us to transmit to them; and who is to hand them down? Simply those who are qualified to clothe them in the best language and arrange them in the best order, and we know that it is by the aid of composition alone that we can so clothe and arrange them. What better amusement or enjoyment for our spare time can we want than that of putting on paper what we may have heard that has interested us; or writing out our own thoughts; and it will also amuse us to read it in the years to come.

In the last place we will deal with the benefit country children will derive from studying composition. There is one thing that has always puzzled me; that is, why even educated and intelligent people think that country children do not require as

much or as thorough an education as town or city children. We hear the expression "town schools" and "country schools," or "town children" and "country children."

In my mind there can be but one of two explanations for these terms. Either they regard the country children as being intellectually inferior to town children, or else they regard the country teachers as belonging to a lower grade. Now, neither of these conclusions is very flattering. We often hear it said of a boy who has a good education, "It is a pity he stays on the farm; his education will be wasted." It is one point I never could see why education is wasted on a farm. Has not the farmer as much need of a good general education as any one else? If he has not I wish some one would tell me why. But it is not with education in general, but with composition in particular that I have to do. What special need have our boys and girls of it? If our country girl has not as many friends to write to as your city belle, is that any reason why she should not be able to write them as correctly? She sees sights which are more worthy of being written about than your last ball or theatre, and shall we deny her that instruction necessary to qualify her to describe them. Are not our boys as likely to have to draw out promissory notes, drafts, bills, and orders as your city ones? His business transactions may not be so numerous as those of the merchant or broker, but is that any reason why they should not be as correctly done both as regards form and expression? You will all answer, no. The farmer is always making experiments and if he, by years of experience and study, has gained knowledge which would be of use to the younger ones, let him write to his agricultural papers and there give others the benefit of his toils. You all know that whatever is written on teaching, and more especially by teachers, is interesting to us. Just so with farmers; and and if practical farmers wrote more, their papers would be