

Perhaps, however, the greatest efforts are required to discover and remove the most formidable barrier to progress in the art of composing, viz., the pupil's dislike to it. The secret of this dislike, I sometimes think, lies in the strange variance between the intensely realistic age in which we live and the lack of the practical in our methods of instruction. Merely to exhibit their skill in the act, we ask our pupils to conjure up, at will, thoughts enough to form an essay. What man, to show his mechanical ability, ever built other than a toy ship? Who but the man that is full of his subject can, through the press or from the platform, move the world by his impassioned oratory? Can we not then make composition a more real thing? Our pupils might write us, not toy letters, but real ones telling difficulties or asking for advice. What glowing descriptions of persons and places do children orally impart to each other! Could we not have such transmitted to paper? Ask them to write a report of a trip, concert, or the never "lacking" convention, then select for insertion, in some weekly, the best written. If an essay be attempted, choose a subject of public interest, as "Prohibition of the Liquor Traffic." By discussion, arouse feeling strong enough to induce an ardent expression of opinion.

This method, like all others referred to in this commonplace paper, has been tried and found effectual in helping in some small way, to maintain the purity, grandeur, and simplicity of the language, destined not only to be the universal medium of communication of thought, but also the medium of transmission to the abodes of cruelty, in the dark places of the earth, that glorious message of the grace of God, with its unseparable beatitude, the knowledge of the Fatherhood of God, and the brotherhood of man, the only knowledge which "makes for righteousness" here and consequent blessedness hereafter.

### **Editorial Notes and Comments.**

ONE of the educational journals remarks that professors of English are complaining that boys and girls are entering our colleges thoroughly prepared in mathematics and the classics, but woefully lacking in ability to write the mother tongue. All who are in a position to judge must acknowledge that there is indeed reason for the complaint,