

lines of letter-writing and composition from those letters, if some one would take the pains to teach them how to make both adverse and favorable criticism upon them.

The idea of a composite composition, to my mind, possesses several advantages as an educational method. First, it is a means of *deducing* ideas from pupils; second, it is a means toward *inculcating* information; third, it makes an interesting occupation for pupils; fourth, it serves to develop in the minds of pupils a *practical* comprehension of the mechanism of a composition; and fifth, it enables the teacher to assign comprehensive subjects to younger minds.

To secure such a production, I would suggest this method of procedure. Let the teacher assign a subject upon which the pupils can become informed by observation, experimenting, inquiry, or reference to books. At a specified date, let the pupils hand the teachers neatly executed papers, containing intelligible statements of one or more facts pertaining to the assigned subject, the verity of which they can substantiate. Then let the teacher classify these fragments, and, adding, here and there, as her contribution, touches for continuity's sake, arrange them into a composition on the general subject. Work carelessly presented, or badly expressed, or worthless, can be rejected by the teacher, and thus a pride in acceptable contributions will be fostered. When the composition is read before the class, the pupils will be keenly awake to see whether their contributions have been used anywhere, and they will be constrained to listen and will unconsciously learn much they will not forget. If the teacher put an outline upon the blackboard, and, after sub-heads, indicate by initials credit for facts, the pupils will realize more truly just how they have done a part of the pleasing whole. In that way all who have accomplished acceptable work will be recognized; repetitions of facts must occur and only those best expressed will receive a place in the composition. After some practice, a committee from the class under the direction of the teacher, can be entrusted with the preparation of the composite productions. This is excellent drill for the pupils.

In higher grades, the composite composition plan can be adopted with good results. But here the teacher would better hold her pupils responsible for the presentation of a subject or some topic under one. Older pupils need training in conciseness of expression, and in the excluding of all matter of an extraneous nature from their paragraphs. The compilers will soon learn the necessity of "sticking to the text," and rotation in office will bring the lesson home to all.