

time. A boy of fourteen or fifteen years of age cannot be expected to write with the purity and the grace of an Addison; it is enough for him to be able to express his thoughts in plain, unvarnished, grammatical English.

In view of the imperfect appliances existing in many schools for the conduct of the work of education, and particularly in view of the multiplicity of subjects claiming the teacher's attention, the author has arranged the whole book in the form of exercises. These exercises have been carefully graduated both as to difficulty and as to length, whereby a definite portion of work can be assigned to the pupils, as often as composition forms the subject of instruction. This, it is hoped, will tend to save time and trouble to the teacher, while it will secure uniform progress in the pupil. The exercises have been constructed with great care, and the selections have been invariably taken from classic writers.

It is unnecessary to say anything upon the benefits arising from the study of Composition, or upon the plan on which it ought to be studied. The benefits are manifest; the following pages will develop the author's views upon the best methods of teaching English Composition.

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