

including a whole profession without discrimination in his accusation. As it is not our object to answer recrimination by recrimination, but by offering a suggestion that may be useful, we would recommend that our teachers, in continuing abstract writing, adopt the method, also, of "Composite Composition," as it is elucidated in the following article from the *Popular Educator*:

A teacher is often deterred from assigning to younger children many subjects upon which they could inform themselves with great profit, because they are unfitted to produce anything adequately comprehensive. To delve for information and to secure that information as their own by finding for it a proper expression from their own vocabularies are two habits which children need to be taught from the first to form and practise. "I know, but I can't tell," should meet with no quarter from teachers or parents. Should a teacher assign the subject "Trees" to a class of low grade in the grammar school, probably not one composition would be satisfying in scope. A wiser teacher would sub-divide his subject "Trees" into twenty or thirty heads, as:

- a. The parts of a tree and their forms.
- b. The organs of a tree and their uses.
- c. How trees grow.
- d. The food of trees.
- e. The shapes of trees.
- f. The kinds of trees.
- g. The uses of trees.
- h. The varieties peculiar to our country or section, or state.
- i. Trees of the different zones.
- j. Trees which furnish wood for fuel or building purposes, etc.
- k. *Et Cetera*.

and so elicit a fund of information from his class upon a subject of which they ought not to be ignorant. Such an arrangement produces a pleasant Friday afternoon exercise, and each pupil will take pride in the quality and quantity of information for which he or she is responsible.

A common cause of unsatisfactory and discreditable work in the composition line is the absence from the child's mind of a good ideal production. He cannot originate a well-defined pattern. Moreover he does not always acquire one from the reading of a composition, written by some child of his own age and printed in his text-book. As I write I am reminded of those letters from children printed in some of our periodicals, *St. Nicholas* for one. Children might learn a great deal in the