

gress, there is still plenty of room for improvement: "About 25 per cent. of the students now admitted to Harvard are unable to write their mother tongue with the ease and freedom absolutely necessary to enable them to proceed advantageously" in any college course. The requirements for admission to college should be raised to the point of compelling candidates to prepare their examination papers neatly, legibly, and with a certain amount of mechanical facility, including a decent regard for penmanship, grammar, and spelling."

The schools seem to have misunderstood the new college requirements in English, and apparently assume that "the institutions of secondary education are expected annually to send up for admission to college solid phalanxes of potential authors, essayists, and litterateurs," and the committee finds the evidence of misdirected effort and unintelligent zeal to "verge on the pathetic." It is the university, not the preparatory school, the report bluntly proceeds, which has to do with "style" and "individuality," "mass, coherence, and form," with, in a word, that much abused and misused branch of study known in educational parlance as "rhetoric." On the other hand: "The province of the preparatory schools is to train the scholar, boy or girl, and train him or her thoroughly, in what can only be described as the elements and rudiments of written expression,—they should teach facile, clear penmanship, correct spelling, simple grammatical construction, and neat, workmanlike, mechanical execution. And this is no slight or simple task. It certainly, as these papers show, is not generally accomplished now."

But neither all the blame nor all the work must be put upon the shoulders of the special teachers of English. If the documents given in this report prove anything, it is that the

only efficient and satisfactory method of imparting this fundamental mastery of writing is by incidental instruction in connection with other branches of study. Not only is the time that can be given for set work in composition limited, but it is difficult to get the youthful pupil interested in it. It seems to be something quite aside from his school study—a vexatious and burdensome "extra." But if the study of English is carried into every lesson-room, if Latin, Greek, geography, history, and mathematics all are made to contribute their share, quite another face is put upon the matter. Instead of being a polite and supposedly useless accomplishment, to be laboriously tackled once a week, writing becomes the indispensable tool of daily work. The objection invariably made to this suggestion is that there is no time, and so the committee proceeds to demonstrate that all this may be done without loss of time or the expenditure of additional work:

Every other day, for instance, the recitation from the classics would be, not oral, but, as in the college, written. The scholars when they came into the class, would appear with a written translation in their hands. Instead, then, of rendering the lesson of the day orally, as now, such of them as were called on would read from the papers they had prepared. These papers the instructor could take, in the class, glance over them, and satisfy himself as to the execution; the papers of such as were not called upon at that recitation would then be handed to the master for such further examination as he might wish to give to them, or consigned directly to the waste-paper basket; in either case the scholars would have had their drill in preparing the lesson, and their turn to be called upon would come some other day. The whole class is not necessarily called on for