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COMPOSITION IN OUR SCHOOLS.

Every now and then there comes a wave of dissatisfaction over what may be called the outer educational world, bearing on its crest the charge that things are not all right within, and disturbing the equanimity of solicitous parents, pathetic preachers, open hearted philanthropists and newspaper editors. At one time the charge is urged against the spelling of the ordinary pupil, at another his mode of expressing himself when he is called upon to speak, at another the manner of answering examination questions or his powers of calculation. Nor does it require much of an impetus on the part of the accuser to exalt the bugaboo into a general accusation against our school system, spreading distrust and disaffection where co-operation and respect are so necessary.

This time the cry is against the methods of teaching composition, or rather against the neglect of the proper methods of training our boys and girls to express themselves, when they write a letter, in good English. In opposition to the statement of the secretary who has lately discovered so many teachers incapable of writing an ordinary application for a position in decent form, it would be childish to urge the plea—"What can you expect since you pay so little," nor even to point out the great difficulty there is in acquiring the art of composition by instancing the reporter or the minister, who after spending a lifetime in the making of sentences, can often be detected in their uneven rhetoric. What we do reprobate, however, in the critics