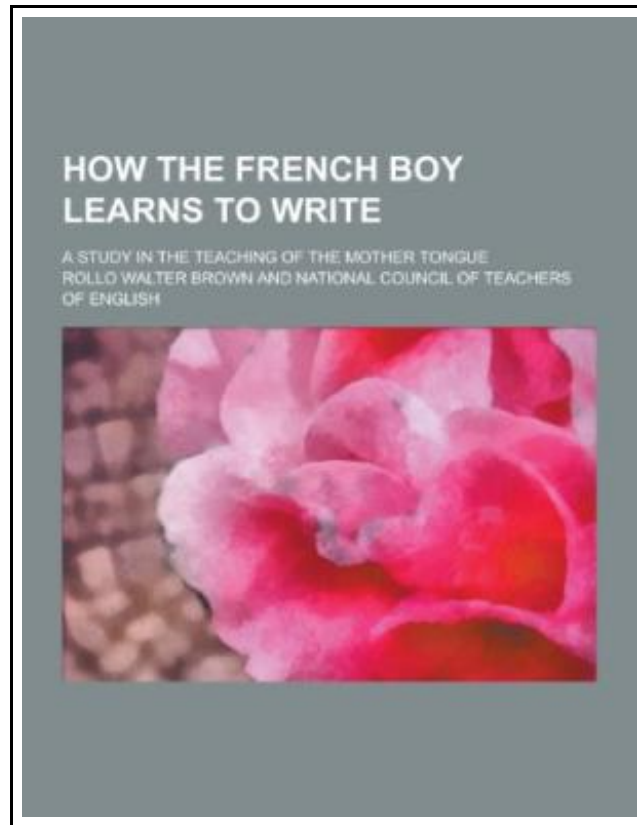


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Theclassics.Us, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1915 edition. Excerpt: . CHAPTER III COMPOSITION L THE FRENCH ATTITUDE TOWARD COMPOSITION As soon as an American teacher comes into direct contact with the French educational system, he marvels at the large place writing holds in the schools and their routine life. First, it matters not in what classroom a small boy may be seen, he is never without his general notebook, in which he records all assignments, all problems, all experiments, all quotations to be learned, all geographical and historical notes and maps, as well as many special exercises; and the language he employs in this work is carefully marked and graded by the teacher. In the second place, compositions are numerous. From the time the boy is regarded as mature enough to think consecutively, he prepares compositions at regular intervals. In some classes he writes two short exercises a week; in others, one more formal piece each week; and still in others, a longer piece every two weeks with shorter exercises every three or five days. In the elementary primary schools, even up to the time the boy is thirteen or fourteen years old, the shorter themes once or twice a week seem to stand in great favor. These vary in length, usually, from a hundred and fifty to four hundred words--they are rather longer than the average American daily theme--and the less frequent, longer compositions range ordinarily from six hundred to fifteen hundred words. Then, in the upper grades, there are, in addition,...



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