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**ENGLISH IN THE GRAMMAR GRADES.**

In the ideal school, which would be to any teacher, even to him who is most highly imbued with missionary proclivities, a wellspring of joy and source of perpetual delight, there are only those children who have grown up with good English, who know no incorrect forms, because they have heard none. They have come from homes of culture and refinement, have "tumbled about in libraries" in infancy, have known always a surrounding of books till books themselves, the great refiners, are as familiar to them as the pleasant smile of the mother.

In this Utopian realm are none who make you shiver with the "I seen's" and "I taken's" so common in the ordinary school-room; none who rasp your nerves and make you wish unutterable things with "I have saw" and "would have went," the seeming delight of the average schoolboy. These ideal pupils enter the kindergartens and primary schools, are developed by nature's beautiful methods, acquire a good vocabulary and pleasant expression. The grammar school has only to continue the work and direct the energies, and, by leading them into the purest and best paths of literature, guide them to the coveted goal, correct thought correctly expressed.

Although Mr. Bellamy failed to mention this point, such a condition of affairs may well be classed among the delightful realizations of the year two thousand, when life is to be free