

expression, or harmony, depends upon the correct use of rhetorical forms. Our system of grading schools upon the reading book is the correct one. We could not better it if we tried. All that is necessary is for us to make the reading lesson an intellectual drill, just as the arithmetic lesson is now made.

In attempting to do this, it must be remembered that non-essentials always assume a greater magnitude than they really possess. Our present forms of spelling are difficult to master, hence the disposition to concentrate effort upon this part of the work, at the expense of everything else. Expression has been next in difficulty, because of the hard, unnatural way that children usually utter any thought which is not their own. The essential work, which is definition and the consequent comprehension of the thought, has, therefore, been almost entirely neglected. The result has been an exclusive development of the memory. Except the definitions of a few words, and those words of special meanings that very much restrict their general usefulness, the young pupil must pick up his knowledge of the language in a very desultory manner. His capacity development is, therefore, uncertain, and much slower than it should be. *Unless he continue long enough in the different grades to get through with some other study in which he is taught more rationally, he will go out into the world almost as helpless as when he entered school.*

The only opportunity the teacher has of making his work count in every step of the pupil's progress, is thus thrown away by the teacher. This is the great secret of the existing discontent. The real elixir could not have been of more value to the old alchemists than the realization of this fact would be to the majority of district teachers.

What is the teacher to do in the school-room to accomplish this? Concentrate his energies upon the definitions of word and thought. There is really not so much difficulty as with the non-essentials. The first step is the etymology of the word; the second, a mastery of its applied meanings; the third, its figurative uses, if it has any; and the fourth, a full meaning of the thought under consideration. Of course, progress by pages will be slow, but actual progress will be remarkable. With such discipline as this, let the pupil go out into the world from the school-room whenever he will, he will know and his teachers will feel that the school has done all for him that it can do. The paragraph