

within the capacity of the pupil's mind. Much will be furnished by his everyday life. Composition is not a book study merely. It is self-expression, and must reflect the actual mental life of the pupil. It should stimulate his observation and reflection, and employ the material offered by his own life, his home scenes and experiences, the daily panorama of nature, the spectacle of human life on farm, in village, and in city. Then, too, much of the material must be afforded by the competent teacher and the text-book. By their help the pupil can readily reach the rich stores of life and thought preserved in myth and fable and history, and thus profoundly stimulate his intelligence by bringing his mind into contact with new thought. Therefore, while the pupil is constantly referred in this book to the material of his daily life and homely interests, many of the lessons are made from the fables, myths, traditions, and great deeds of history—the lasting memorials of all human life. The extracts from great authors in narration, description, exposition, and argumentation contribute to the enriching of the pupil's thought in the higher intellectual processes.

A source that greatly contributes to thought, vocabulary, and phrasing is reading. It is a common experience with our great writers that in their childhood they were made familiar with great books, and especially with the English Bible. Reading, and especially reading aloud from good authors, is effective training in vocabulary and in phrasing. And reading becomes most effective when it takes the form of committing to memory passages of standard literature. By reading and memorizing we become possessed of the common heri-