

that require a liberal education to know and love, and which to know and love are themselves, like Stella, a liberal education.

However, two or three common-sensible rules as to how to read may help us. And first, I would say, never read a book without pencil in hand, if only to jot down the pages to be re-read. Coleridge, as Charles Lamb tells us, annotated nearly every book that came into his hands, his annotations "in *matter* oftentimes, and almost in *quantity* not unfrequently, vieing with the originals." Second, the careful transcription of striking, beautiful, or important passages is a tremendous aid to the memory. A manuscript volume of such passages, well indexed, will become in time one of the most valuable books in one's library. Archbishop Whately recommends "writing an analysis, table of contents, index, or notes." One man I know keeps a separate little note-book for each work he reads. Third, do not read merely for reading's sake, and thus be classified with those persons whom Mr. Balfour calls "unfortunate," and who, he says, "apparently read a book principally with the object of getting to the end of it." As a corollary to this, too, it is well

to remember that there are multitudes of books unworthy of careful and entire perusal which yet contain much important matter. For these take Mr. Balfour's advice and learn the "accomplishments of skipping and skimming." Fourth, suit the book to the mood of the mind.

Fifth, remember there are some books that cannot be read too much, others that cannot be read too little. But, above all, one of the best habits to form in order to read more successfully and with profit is so to read as that, while the mind is grasping the meaning of the proposition then before the eyes, it is at the same time calling up, rapidly and diligently, as many as possible of the propositions, cognate, similar, or contradictory, which lie embedded in the memory, themselves the results of past research and reading. And I do not think we shall go very far wrong in saying that he will be the most intelligent reader who is able to recall the greatest number of such underlying strata. Lastly, let us ever keep in mind Bacon's most admirable advice: "Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider."—*Blackwood's*.

LANDMARKS IN THE HISTORY OF EDUCATION.

A TRAINING TEACHER.

TIME would fail to follow each step in the rise of Christian influence in education; and much as we might delight to stray in fields so little known and so neglected, our survey must be most cursory, and consist in a glance at a few names standing as beacon lights along the way.

Among the devoted mothers and teachers were Monica, Anthusa, and Nonna; and their children and pupils Chrysostom, Gregory, and Augustine. Whoever turns aside from the page of modern research, to the biographies of these worthy mothers and their noble sons, will find a rich reward.

No romance reads so fascinatingly