

deemed suitable for the various grades in both Public and High Schools, and there should not only be one or a dozen copies of each of such works but a sufficient number to give each pupil a copy for himself.

This supplemental reading will prove an offset to any tedium occasioned by literary analysis. For it is not to be subjected to such. Flowers are not all to be picked and analysed, but to be enjoyed as seen by him "who runs." Some books are to be tasted, others to be swallowed, some few to be chewed and digested. Let the pupil have his exercise in merely tasting books with enjoyment as the chief end. Let the teacher be his guide and merely ask him to report what he finds. In other words, let him read as we all read when we read for pleasure, with his mind at ease and open to every charm that genius can present. Let the teacher make the book the subject of conversation with his class and draw their attention by his questions to the chief points which makes it noteworthy. In this way a certain gentle constraint would be exerted over the boy's private reading. He would first find that he had not time to read trash; he would be driven and not against his will to good literature and in due course he would find to his astonishment that good literature was much the more delightful reading.