

come from the public schools of our country, the cause for this lamentable statement can be traced, primarily, to but one source—the public school system.

Let us think for a moment of the reading classes with which we are, probably, intimately acquainted. The reading period comes the last hour in the afternoon when children, being tired, can do but "light work;" whenever an hour is to be dropped for stress of time, it is the reading hour! John can be excused from school at 3.10 without a pang on the part of either boy or teacher as to his loss of work, because reading comes the last period; home work is required for other studies and pupils are held accountable for its preparation, but do they ever feel that there is something definite to do in the preparation of their reading lesson? Is not the reading but an opportunity for castle building where the boy feels that all that is required of him is that he "knows the place?"

Watch the average seventh grade boy as he confronts a reading class. He pulls out his book lazily from the desk, with purposeless feet he passes to class, dropping down into his seat, he begins to turn the pages of his book, may be a page at a time, in aimless quest of to-day's lesson. How different is all this from the eager little fellow who in the first primary is reading, "Our bunny can hop."

To our seventh grade boy, reading is an old story—all the incentive has gone from it—it is a necessary ordeal. Surely this lethargic state of affairs proves conclusively that we have not been able to meet and defeat the ob-

stacles that arise in and are peculiar to the adolescent period.

We all know of at least one person who thoroughly believes in his work, and who was first inspired to that work by a teacher who, because of his own enthusiasm, could "draw all men unto him." The first necessity then for inciting interest in the reading class, is a teacher who believes in reading and who, therefore, thinks it as important, yea, even more important than any other subject in the curriculum.

Having found such a teacher, her first query is, "What shall we read?" Let the teacher ask the pupils and hear some of the replies: "I like to read if it is historical and interesting, things that happened long ago, like history."

"I like to read because by reading I get information about what is happening now and what happened years ago. I like to read history and the Jungle Stories."

"I like to read lives of other men."

"I like to read because it is a pastime and I am interested in the things I read. Stories of mysteries and adventures are stories I like best."

"I like to read comical stories, adventures and myths, because they help a person to be happy when he is lonely."

Adventure, history and biography, then, are intellectual food to which advanced pupils naturally turn. This must be our basis on which to build their interests. The mere material for interest is not sufficient. Pupils must not feverishly absorb this literature because they enjoy it. It should be handled so that they are directed to the best in it. It is at this