

awakened, and surely the most suitable time to awaken that interest is in the impressionable time of youth. It is a platitude that early impressions are the strongest, but, though a platitude, it cannot be thought of too often or emphasized too strongly.

Where is this interest to be aroused? Shall it not be either in the home or in the school, or preferably, both in the home and in the school, the idea being to have the one play into the hands of the other?

In most cases, however, more is to be hoped for from the school than from the home, for the majority of the parents are either unacquainted with what their children ought to read, or are too careless to inquire into the matter at all. The teachers are the persons who are, or should be if they are not, closely in touch with the intellectual and moral needs of the children, and if they are to do their whole duty, they will have to take on them the work which, possibly, more properly belongs to the parents. What the parents do not do the teacher must do.

The duty of the teacher being clear, he begins to ask himself what reading matter should be supplied to the pupils, or knowing that, how it can be supplied. First, he must consider the nature of his task; half the battle is fought when one knows what must be done. The task is to bring together two worlds. Rather a formidable undertaking you say, but nevertheless, that's what it is. The world of books, and the world of childhood and youth must be brought together. But is the whole of these worlds to be brought together? "Impossible," you say, and quite correctly. However, "the whole boy goes to school"; he has his whole world there, and his whole world must be respected and handled with care. But very necessarily the whole world of books cannot be made the boy's own; nor is this even desirable. The teacher must remember too, that he has the boy at different stages, and that his world is different at his different stages.

In selecting, then, the part of the world of books—that is, to meet the boy's world—the teacher will have to ask himself two questions:—(1) What part of the world of books is best adapted to childhood and youth? (2) What is suitable to the pupil at his different stages of development? Spencer has stated that the great aim of education is complete living, and the Great Teacher said, "I am come that ye might have life, and that ye might have it more abundantly." In order to live completely, the individual must know himself and the world. In knowing the world and himself, he must study nature and humanity, and hence any reading matter for children must deal with nature and humanity. The great sources of knowledge about humanity, outside of observation, are history and literature, so both of these must be included in children's reading. Of the available reading matter in the realms of physical nature, history and literature, discrimination must again be made, for what would constitute interesting historical reading matter for the pupil of Grade VIII, would be almost unintelligible to the pupil of Grade III, and a poem that would appeal to a pupil of Grade V or VI might easily be quite beyond a pupil of Grade I, *i.e.*, in form, if not in content. But because this is true it must not be imagined that what a pupil of Grade I or Grade II would enjoy, is altogether too infantile to be of value or interest to a pupil of Grade VII or VIII, or even to the life-long student. The flower is pretty to the child of two or three, and may be still more beautiful to the middle-aged or old man. A simple hymn tune will catch the ear of the little