TEACH CHILDREN TO OBSERVE.

TEACHERS would lighten the labour of instruction and add immeasurably to the value of school experience to the children, if they would give a little time to the work of teaching children to observe. It is not a difficult work. Children are almost invariably keen-eyed by nature. They are always eager to see things, and a very little stimulus, applied early enough, will arouse this faculty to most vigorous action. Tell the children the old story of eyes and no eyes, of the boy who saw nothing and the boy who saw everything. Exemplify the acute observer in yourself, by often calling their attention to interesting things which you have seen in your daily walks. The world of interest and pleasure which you thus open to them is limitless.

This is what a teacher gives as her experience in this task of teaching children to observe:

When I first began to teach school in the country, I said to a bright boy, one pleasant spring morning, who had a long mile to come to school every day, "Well, my young man, what did you see this morning on your way to school?" "Nothing much, sir." I said, "To-morrow morning I shall ask you the same question." The morning came; and when I called him to my desk you would have been surprised to hear how much he had seen along the road—cattle of all sizes and colours; fowls of almost every variety; sheep and lambs, horses and oxen; new barns and houses, and old ones; here a tree blown down, and yonder a fine orchard just coming out into full bloom; there a field covered over with corn or wheat; here a broken rail in the fence, there a wash-out in the road; over yonder a pond, alive with garrulous geese and ducks; here he met a carriage, and there a farm waggon. And not only had he seen all these and many more things in the fields and by the wayside, but looking up he had noticed flocks of blackbirds going north to their summer home. He saw the barn and chimney swallows flying about in every direction; there he had noticed a king-bird making war on the crow, and here a hawk pursuing a little wren; yonder he had seen robins flying from tree to tree, and over there the bobolink mingling his morning song with that of the meadow lark. In a word, he had so much to tell me that I had not time before school to hear it all. A new world had sprung up all around him—earth, water, and air were now full of interesting objects to him. Up to this time he had never learned to look and think. Things around him had not changed in number or character, but he had begun to take note of them.—*Ex.*

HOME READING.

IF parents would know what is the most effective influence to shield their children against the temptations to sin with which their unwary feet are beset, to guard them from the corrupting tendencies of society, let them be assured that it will be found in good home reading. There has been a general impression among parents that reading, of itself, would keep a boy or girl "out of mischief." This idea is derived from the time when most books were, if not instructive, at least harmless. The mass of evil literature of to-day had then never been dreamed of. It is not enough, now, for parents to know that their children read, they must know *what* they read.

A recent article in a religious exchange was headed "The Dime Novel Damnation." The forcibleness of this phraseology may be startling to some, but it does not emphasize any too strongly the evil which it condemns. It instanced cases of lads, sons of respectable parents, who were led, by the influence of the books they read, to commit the most foolish and atrocious deeds. One case is mentioned of a band of boys, children of Christian parents, supposed to have been well brought up, who armed themselves with revolvers and scalping-knives and started for the West, "to fight the Indians." Others had adopted a plan of highway robbery, and robbed their fathers and mothers to enable them to start off on their plundering career.

There are no words too strong to condemn this demoralizing literature. And yet it is furnished to our youth in quantities on every