

to find beauty in the most familiar objects and to tell of it, to study nature in books and in her own glad manifestations of herself, and to express what he has learned in simple and strong language; lead him to interest himself in the lives of great men, and, in giving utterance to knowledge thus gained, he will grow stronger, gaining not only the power of expression, but developing the force of character and many of the attributes which win our approbation.

Just here a great responsibility rests upon the teacher, who is not only to note the form of expression and any inaccuracies of construction and inelegances of style, but is to know what literature is placed before the child, and, so far as may be, provide that which is suitable and which will inspire such moral and spiritual aspirations as will be in line with the mental development.

To this end every school should have a library, and every teacher should use his influence in securing it. The true teacher is a lover of books; he finds one of his highest enjoyments in them, and counts them his noblest, his most faithful friends; to lay before young and unfolding minds this pure delight is to him a pleasure unsurpassed. No tongue can express, no mind conceive the great results which must follow the right use of a well selected school library. Open to children who might never otherwise know the great masters whose thoughts tend ever to lift humanity to grander heights, its influence extends through generation after generation, and, as one drop of water communicates its motion to others and these to others, till the ever-widening circle disappears in the infinite expanse of the sea, so this influence shall have no limits till time is lost in eternity.—*Southwestern Journal*.

WHAT IS ELEMENTARY EDUCATION ?

From our old friend the *Schoolmaster*, we cull with pleasure the report which it makes of a speech lately delivered by a member of the London School Board, and which is so full of meaning to all of us who are interested in emancipating ourselves and others from educational notions that are vulgarly called fads.

"I am at one," says Mr. Diggle, the member in question, "with those who place the moral development of the child's character in the position of primary importance. There is an elementary education in morals just as in anything else. A teacher is compelled to insist upon obedience to certain primary laws before the child can understand the reasonableness of the laws he is