

on the parlor table you would find that most of them were gifts from sympathizing friends.

In other homes, there is no lack of a class of books, very fashionable indeed, and to a certain extent useful; but the reading of these alone, will not make intellectually strong men and women. They should be used as delicacies, of which too many would vitiate the appetite. While children may have these, they *must* have others, and though a good library is beyond the reach of many families, few are so poor as to be unable to take good Newspapers and Magazines, the reading of which would, in part at least, supply the want.

I have said a great deal about the duty of parents, because I think it lies at the root of the matter. If children are surrounded by books they will soon learn to use them, especially if the conversation in a cultivated home-circle shows them what is to be gained by reading. I have not much sympathy with what are called children's books. "Pilgrims' Progress," "Arabian-nights," "Gulliver's Travels," and "Uncle Tom's Cabin," were written for adults; yet children delight in them. Augusta Webster, says:—"It is not only the grown up story-books that make good children's books. The child allowed the run of the library, finds for itself plenty of others. Often its choice is a surprise and puzzle to its elders, who find it calling one book amusing, and another too difficult and dull when they shall have reversed the description." I asked some of my pupils to give me a list of the books they had read; a little girl of ten gave, among others, the following books:—"Barnaby Rudge" and "Little Dorrit," by Dickens; "Ivanhoe," "Pilgrim's Progress," "A Journey into the Interior of the Earth," "Martyr Heroes of the Scottish Covenant," "The Fur-traders," "The World of Ice." Another of the same "mature" age gave "Byron," "Canterbury Tales," "Great Inventions," "Prince

Albert," and "Southey's Life of Nelson." None of these would be classed as children's books, and though children may not be able to explain all that they read, they understand more than they get credit for.

But while some of our pupils read a great deal, others read but little; and it is on these that the influence of the teacher should be brought to bear. It is not necessary to ask them what books they have read, to find out who they are. They show their want of culture in their language, in the grammar lesson, in the composition exercise, in the literature lesson, and in their lack of general information and want of what Saxe says the Germans call "Mutterwitz," and the Yankees call "Gumption."

The opinion should be cultivated in the school that not to know something of the best writings in our language is to be very ignorant and to lose much pleasure. For this purpose the reading lessons furnish good opportunities, if the interest of pupils be awakened by judicious questioning and thorough analysis. The interest would be greater if instead of brief extracts, our advanced readers contained some of the best of the shorter poems complete. Time is wasted by scattering our work over too wide a field. Occasionally we might lend books to our pupils, especially to those not inclined to read, and by selecting something suited to their tastes and talking over the contents of the books as we have opportunities, we may stimulate even the careless and help those who have no encouragement at home. During the first three years of my teaching, I happened to have the disposal of the surplus papers of a Sabbath School, and made use of them in my school, and to see the eagerness with which they were received used to make me indulge in wild visions of a child's paper, published free of cost to schools by the Education Department. Perhaps the dream might be realized