

is applied especially to those selections in the *Ontario Readers* which possess in some degree these characteristics. Such selections are unlike the lessons in the text-books in grammar, geography, arithmetic, etc. In these the aim is to determine the facts and the conclusions to which they lead. Even in the *Readers*, there are some lessons of which this is partly true. For instance, the lesson on *Clouds, Rains, and Rivers*, by Tyndall, is such as might be found in a text-book in geography or science. Here the information alone is viewed as valuable, and the pupil will probably supplement what he has learned from the book by the study of material objects and natural phenomena. When this lesson is to be studied, the pupil should be taught not only to understand thoroughly what the author is expressing by his language, but also to appreciate the clearness and force with which he has given his message to the world. The pupil should be called upon to examine the author's illustrations, his choice of words, and his paragraph and sentence structure.

Each literature lesson in the *Reader* has some particular force, or charm of thought and expression. There is found in these lessons, not only beauty of thought and feeling, but artistic form as well. In the highest forms of literature, the emotional element predominates, and it should be one to which all mankind, to a greater or less degree, are subject. It is the predominance of these emotional and artistic elements which makes literature a difficult subject to teach. The element of feeling is elusive and can best be taught by the influence of contagion. There is usually less difficulty about the intellectual element, that is, about the meaning of words and phrases, the general thought of the lesson, and the relation of the thoughts to one another and to the whole.