

stronger excitation, and they can be read again and again with no such sinking of mind or spirits as attends the repetition of school readers."

Many will consider it too early to begin this work with pupils in the Second Reader, but surely when pupils have completed the Third Reader they are able to read a continuous story. They will then begin to make their own selections, seeking the completed story of the newspaper and the book outside the school room, finding it much more interesting than the scraps in school readers. This is the critical period; this is the time of all times when they need a guiding hand to teach them to choose wisely those silent masters who will have so much to do in moulding their lives. Their tastes are now being formed, and there is no safeguard against a bad taste equal to the creation of a good taste. You say that a child, to be genuinely polite and courteous, must constantly live in the society of those who are so; that the same rule holds good as to correctness of speech; is it not equally necessary to live "amongst high thoughts," and to frequent the company of good books as well as good men? And if we could make for the Fourth and Fifth Readers the substitution I have suggested, I am satisfied that we could do far more than we now do, to form that intellectual taste which is a young man's best companion and protection through life. This substitution is now hopeless since the new Readers, though certainly in advance of the old, follow in the main the same plan and are excellent scrap-books and not much more. I learn, too, that from each series a set of sixteen lessons has been selected, and we are to have perpetuated that vicious system which has done so much to destroy good reading in our Fourth Classes. We must continue to feed the pupils on scraps and to create a taste for good literature as

best we can. If it is profitable for High School pupils to study a complete work of some author, why is it not equally so for Public School pupils? Surely in the wide field of literature there is some complete work of an eminent author suited to the age and attainments of these pupils; surely they will take more interest in this work than in the selected lessons; certainly they cannot well take less. And the teacher's opportunities for doing what the study of literature is intended to do, would be vastly increased. Are not the following remarks of Prof. Young, in his report of 1868, as applicable to the Public Schools of to-day as they were to the Grammar Schools of that date, substituting for the Latin examples, the catch questions in Mathematics and Grammar of the present? "The quickening contact with truth and beauty, into which the pupils would have their minds brought in studying the works of good English authors, is a circumstance of unspeakable importance. Suppose that an ingenious girl were to read even a single poem like Milton's 'L'Allegro,' under the direction of a teacher competent to guide her to a thorough appreciation of such a work, and that the poet's general conception, and the wonderfully felicitous musical details in which it is developed, were to enter into her imagination, so that the whole should live there, and become in her experience 'a joy forever,' can it be doubted that this would be worth all the Latin, ten times over, which most girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling or commonplace matters? When all human passions and affections, as delineated by writers who have remained faithful to nature