

it, her work, be its scope what it may, is an utter failure. Here is the responsibility and the privilege of fostering, often even implanting, a taste that potently affects the pupil's whole life. Reading is not solely, nor primarily, a pastime, but the wisdom of earnest seekers after truth, students of man and life, to whom God has granted a keener insight and a subtler instinct, whose books are "laboured and distilled through all the needful uses of lives," can but arm and strengthen head and heart, and enable us to deal more effectively with the problems of every day life. Reading good books from compulsion, or a sense of duty, frequently causes aversion. With most pupils, unless their taste has already been vitiated or they are morally unsound, it is necessary only to introduce them to the best and purest. Avoid warning them against the filthy slime and mud of literary cesspools. When you expatiate on their horrors and abominable rottenness, many will be tempted to explore for themselves these forbidden regions. "We needs must love the highest when we see it," and when they once really see the highest, when they revel in its beauties, see the wisdom of its researches, breathe in its pure atmosphere, they will never

"On this fair mountain leave to feed  
And batten on the moor."

Frequently they must be gradually wooed from their old idols, and here especially each teacher must be her own general. No educational canon can close or be complete. No two schools can be taught exactly alike. Some need help here, some there. Some like one book, some another. There can be but one or two invariable rules. Never let your work drag, if a book palls, put it aside wholly, or until your class can be educated up to it. Never use a book which you enjoy, but which is above the comprehension or taste of your class, merely to dazzle them by your superior attainments. Unless you really love a book, beware of expressing admiration from a sense of duty. Children have a wonderful instinct for detecting fraud of this kind, and you succeed only in injuring your influence and the book also. The best results are attained when you work with your class. In that communing of pupils and teacher there springs up a fine interplay of sympathy, enthusiasm, and ideas otherwise unattainable.

Some seem to think that patriotism is born of the study of a sectional literature, and grow over-enthusiastic at times in glorifying the literary productions of a colony, such as Australia or Canada, on its way towards independence. But