

find. Literary studies should be carried on deliberately, not with the purpose of covering a great deal of ground, but with the purpose of making sure that everything possible is known of that which has been gone over. A liberal education in letters might be obtained from a study of the Bible alone. A very few books by great masters would suffice to make one familiar with all of the principal forms of literary expression, provided they were closely studied. Reading in the ordinary sense, carried on as is customary in our day, when books are so plentiful, means a mere skimming over the pages to gather the story that is told or the principal thoughts that may be expressed in the essay or review. It ends where study should begin. The poor boy with only half a dozen cherished volumes, who, with that small library, "educated himself," was in fact forced to adopt the methods of reading and study which are now approved by those who have given most thought to the subject. The real student first reads his chosen book mainly to get its story or thought, and then, having the general subject before him, re-reads it for purposes of study and research, and he may re-read it a dozen times before he has so fully mastered its contents that he may be said to have absorbed it. It may be objected that such a system of serious study would not permit the reader to get through a tenth part of the literature a well-read man is supposed to have perused. That is true to some extent but it is better to have read a few good books and mastered them than to have skimmed through many scores of volumes and gathered from them only a hazy memory of the index lines. Moreover, a little practice in real study makes one proficient in intelligent reading, so that it is not necessary to spend as much time over the tenth volume of a

course as over the first to gather all from it that one needs. The multiplication of books and other reading matter is a real evil to those who can not command their mental appetites. It tempts them to discursive and careless reading that at best can do little more for them than furnish them with amusement for the hour. On the other hand, the multiplication of books brought within the reach of all is a great blessing to those who are disposed to make a serious study of them and who can resist the temptation to sacrifice thoroughness of study to the gratification of their curiosity. Where scores had an opportunity to educate themselves by reading a century or more ago, thousands now have this opportunity, and, notwithstanding the added temptations to which the latter are subjected, more succeed in reading intelligently, so as to promote their mental growth, than in the day when books were scarce.—*Baltimore Sun.*

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THE LOVE OF LEARNING.—In a recent volume of "Addresses to Girls," by the late headmaster of a school at Clifton, England, the writer says wisely that "intelligent industry without the inducement to prizes is a far more precious and far more durable habit than industry stimulated by incessant competition." No girl or boy can acquire anything at school so valuable as the love of learning. In regard to present educational advantages, the author says: "Do not imagine that any school education is really as effective in the formation of strong intellectual tastes and clear judgment and ability as the self-education which was won by the mothers of some of you, by the women of my generation and those before. The advantage of our day is that education is offered to a much larger number."