

structions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgement that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own, a working, not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them, a constant endeavour to set them right, either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instructions might be communicated to the less advanced part."

Such was the system which this eminent schoolmaster practised; he lived to see the superiority of his methods of teaching in the successful management of a large public school, and they may be followed as far as practicable in our National Schools with certainty of success. Without digressing from the subject under consideration, the following hints will, it is hoped, prove useful. In giving a collective or an object les-

son, the plan generally recommended is, to present to the children a correct and perspicuous description or account of the subject under consideration, in the form of a short lecture, embracing as concisely as possible every particular connected with it, after which they are to be questioned on it, in order to show the real extent of what they have acquired. In Reading Lessons the following method will, I think, present many advantages. While the class is reading, the teacher will pay attention to the tone, punctuation, accent, and correct expression of the text, and will also put such inferential or suggestive questions as the lesson supplies, together with the explanation of any difficult words or passages which may occur. Then, when the reading is finished and the books are closed, questions may be put of a self-evident character from the lesson. The former will furnish the children with fresh information, and test their general knowledge, while the latter will afford the teacher a fair criterion of what they have really remembered.—*From Notes of Lessons.*

### Books.

Boston is certainly a bookish city, and there is no affectation in calling it the modern Athens, at least in Athens, beyond a few scrolls of papyrus, there were no books—only a host of lecturers. But neither lecturers, with whom we abound, nor newspapers, of which we have our full complement, keep our intellectual aspirants from books, those "dearest sweetest, as well as wisest companions of our solitude." For the constant war of ambition with ignorance newspapers are the light infantry and books the siege artillery. Each is important to the other: combined, they carry all before them.

How well Bostonians combine the love of books and business is well illustrated in the success of the Mercantile Library Association. Our young business men and merchants' clerks have certainly made many a stride beyond the mercer in Beaumont and Fletcher's *Woman-Hater*, who

says: "We that are shopkeepers in good trade are so pestered that we can scarce find an hour for our morning's meditation; and howsoever we are accounted dull and common jesting-stocks for your gallants, there are some of us do not deserve it: for my own part I do begin to be given to my book."

Is it not Wordsworth who says, "Books are a substantial world?" But the motives which make man collect books vary much. They are not all readers who have extensive libraries. Lord Poppington bound his books so richly, and "ranged 'em so prettily," that it was a pleasure to him to sit and look at them, but he never troubled his head with the contents—reading was so fatiguing! Plutarch, who was not only a poet but a philosopher, though little known as the latter, says, there are some who employ books only as furniture to adorn their apartments, not their minds; who use