

—The Teachers' Reading Circle was the most enthusiastic term on the lips of some of our educationists years ago; but the movement that had for its origin the idea of establishing in every district such an organization as a Reading Circle has come and gone, while the enthusiastic educationists who found in the cry a means of their own aggrandizement have turned their attention to a newer sphere of self-exaltation. But where the Teachers' Reading Circle was impracticable, the Pupils' Reading Circle is sure to find success, when it is safely engrafted with the enterprise in behalf of School Libraries; and it is in favor of the establishment of such in connection with every school in our province that we quote the following: "Striking is the contrast between the school of the past and that of the present. Education and educational methods are rapidly advancing, and success will crown our efforts if we labor patiently and untiringly. Many devices have been given to assist us in our work, and one of the most valuable, especially to the district school, is the Pupils' Reading Circle. Experience has clearly shown that it is a great aid in raising a school from the rut into which it has drifted, in awakening an interest in school work, in giving to each one an incentive to work and do something for himself, to search out the unknown and throw off the shackles which bind him to the monotonous school life, thus giving a pleasant colouring to the whole school. Methods will avail nothing if enthusiasm is not the foundation, but reared on this basis, failure cannot come. To secure this interest, earnest and consistent work will be required from both teachers and pupils. When children are too young to seek much for themselves, a teacher's field of work is broad, calling for original ideas to secure and rivet the pupils' attention to the work. Our aim as teachers is, or should be, to assist in forming strong mental faculties, capable of deep thought, and not merely drilling repeating machines. To secure originality, we must be original. Allowing the child the book only long enough to master the contents of the lesson assigned, I would explain the lesson. Following this, I would induce the child to use his power of observation (for we begin with what the youngest knows) then by skilful questioning, coupled with something of interest bearing upon the topic, the foundation for the reproductive work is laid. In this the pupil asserts his individuality and unconsciously forms a love of natural history and learns to live with his eyes open. Arriving at the intermediate grade, pupils are sufficiently advanced to assist themselves, looking only to the instructor for direction. Here