

or group them, and how to justly estimate the beauties of the most ordinary words. The study of literature teaches us to find the riches of knowledge and wisdom which other men have discovered, to value the very clothing which they have wrapped around their meditations, and to admire the graceful form in which cultured men have given expression to their thoughts and feelings. Language is an instrument, literature the power to wield that agent. Language is a vehicle, literature is the motor which operates that conveyance. Language is vocabulary gained, literature is vocabulary used.

To achieve the best results in teaching any subject there should be gradual approach or growth toward the desired end. Skill in any department of life is not acquired by chance. Mental power correctly directed is skill, and efficiency is the termination of good training and soundness of intellect. Both language and literature emphasize these thoughts. It devolves upon the teacher at all times,—not alone in the regular language lessons,—to exert an influence for good habits of expression which will create power in using correct English. "Good language consists in the use of words suitable to the time, the place and the company".

It is essential that the teacher create such an atmosphere, at the literature period, by his own estimate of good reading and by his zealous pursuit of its beauties, if the literature hour is to rank as the pleasantest and most profitable exercise of the day. "It is chiefly through books that we enjoy intercourse with superior minds. In the best books great men talk to us and give us their most precious thoughts and pour their souls into ours". To inculcate in the children committed to our care a deep abiding love for nicety of diction and for acquaintance with the best writers, is the teacher's task which requires neither apology nor justification.

Only a small percentage of the pupils who are registered at the primary school go through college, so the need is great and urgent that a taste for works of acknowledged literary merit should be instilled from the very beginning of a school career. The activity of the mind is the foundation of all mental growth. "It is the mind that makes the man". Intellectual relish for good stories can only be secured by having all food, offered to the infant mind, of the choicest variety. We could hardly expect the beauties of form and colouring found in a drawingroom to be appreciated by an eye trained only in a cellar. It would be unreasonable to expect that an ear accustomed only to the twanging of a penny horn should correctly value the melody produced by a symphony orchestra. "Some books are to be tasted, others to be swallowed and some few to be chewed and digested". And even the little child can nibble at great thoughts. Later on he tastes, bites, chews and digests.