

Mr. Goschen, speaking at an Educational meeting in England a short time ago, said that knowledge was of two kinds. There was knowledge which, when obtained, was directly available for material and practical purposes, such as a knowledge of Arithmetic, Book-keeping, Mechanics, etc.; and knowledge which, though not directly available, was yet valuable, as it strengthened the mind and matured the judgment. The knowledge derived from reading is of the latter kind. First on the list of reading matter I would place Newspapers. These are almost—indeed, I think I may say, absolutely—necessary. A teacher who does not read the news of the day or week is clearly behind the times. We should, if possible, manage to read both a local and a city paper, and should take at least one educational periodical. If we can afford more, so much the better. From the local paper we shall gather the general news of the neighbourhood, and shall thus have matter to talk about when we come in contact with the people of the section. From the city paper we shall gather the news of the world; and it would be better for us if we could manage to read two, one on each side of politics, as a person is apt to think there is but one side to a question when he sees the arguments of one side only. Through the Educational journal we shall be able to learn of any improvements that may be made in methods of teaching, and shall also become acquainted with the news of the profession. By increasing our knowledge of the profession, its members and their doings, we shall become filled with the professional spirit, and shall, in consequence, find ourselves more energetic, more patient, and better fitted for our duties. Apart, also, from the indirect benefits in increased knowledge and culture, we should derive many direct

benefits, both in the school and the section, from newspaper reading. In the school we should be able to explain things better to the children; and how interested they become when we try to impress a point on their minds by some short anecdote which we have read, may be seen by the wide open eyes and eager faces with which they listen to it, and the length of time they will remember both anecdote and point. In the section, our ability to speak sensibly, and with the ease which results from a thorough knowledge of what we are talking about, will insure us increased respect from the people. Nothing lowers a teacher so much in public estimation as a lack of general knowledge; and an ill-informed teacher is forced to display his ignorance whenever he enters into conversation with any of the people of his district.

Next to newspapers I would place works on Science and Philosophy—works relating to the laws of our being and to the rules which should guide us in our relations with other people. These books are

“Our reason’s guide, by whose assisting light
We trace the moral bounds of wrong and right.”

They explain the workings of Nature, and show forth her beauty and grandeur, and help us to know ourselves better—to understand our place in the world, the work we have to do, the power we have to do it with, and the laws by which we should be guided. The cheap works published by the Humboldt Library enable us to obtain books of this kind which otherwise might be beyond our reach. The popular form in which they are brought out, and the interesting and instructive facts and ideas found in them, should make them welcome reading to all but those who think that it is not essential to study anything