

do not know. It is to be feared that the right feeling must grow from inside. The influence of the Press is not likely to do much good, for if it could have rendered effective aid in such a case, it would long since have changed public feeling towards the other "disconsidered class" in England,—that of the journalist. In spite of the three hundred and thirteen numbers issued each year by every daily paper in the Kingdom, the journalist still belongs to a calling of which he is not what may be called automatically proud. Probably the best way of giving the schoolmasters the right to be proud of their profession would be in some way or other to recognize all schoolmasters in schools receiving public money—and endowment should count as public money—as public servants. If this could be done we should hear

no more of the depreciation of schoolmasters, for men are disposed to be proud of serving the State. In any case, the feeling against schoolmasters is not likely to last many years longer. The facts are too much against it. Their didactic manners and their habit of unrestrained authority may perhaps prevent them from ever becoming a really popular class but they will not in the future suffer from the prejudices against which Max O'Rell protests. We may yet see a man who has been a schoolmaster, Speaker, and exercising in St. Stephens the powers of keeping order originally acquired in the "lower fourth."—*The Spectator*.

It is not so much the being exempt from faults, as the having overcome them, that is an advantage to us.—*Swift*.

ENGLISH IN SECONDARY SCHOOLS: SOME CONSIDERATIONS AS TO ITS AIMS AND ITS NEEDS.

BY SAMUEL THURBER.

FIRST of all, the English teacher must be a teacher of English literature. Here he finds a legitimate specialty, a competency for which demands long study, endless reading, and especially a reverential attitude of mind towards ancient thought and ancient forms of expression. These requirements of studious preparation and of absolute mental fealty he has in common with the teacher of history, but he wears them with a difference. The teacher of history labors to explain when and why and with what consequences things occurred, how civil institutions grew up and decayed, how our civilization came into being. The teacher of literature has for his theme the re-

cord which the race has kept, in beautiful and impressive forms, of the vicissitudes of its spiritual life. We must not consider our literature merely as the work of isolated men expressing private thoughts and feelings. Only those utterances which the race adopts are literature. When the race adopts a writer, it does this because it finds in him an adequate representative and exponent of itself. Literature therefore is the voice of the nation asserting its ideals, confessing its fears. We honor the individual writer because he has spoken our own thoughts in such wise as to make us know ourselves more. There is no influence discoverable in the school curriculum so directly and exactly fitted to uplift