

few will be more missed by those who knew him and his modest, gentle ways. After a brief illness, George Wallace, Head Master of the Weston High School, died at Weston on the 24th ult., and his death has created widespread sympathy for his bereaved relatives, by whom, as well as by many friends, he was greatly beloved. His life, though uneventful, was full of work—work exceedingly well and conscientiously performed, with untiring assiduity and praiseworthy devotion. The profession loses in him a thorough scholar, a painstaking and successful teacher, and a fine type of a modest, amiable and cultivated gentleman. Weston loses a most estimable and much respected citizen, and an upright, good living, honourable man. The successes of the school under his management bear witness to his ability as a teacher, to laudable pride in his work, and to long and unwearied effort in the faithful discharge of duty. Much as he had accomplished, his life was even richer in promise than in achievement; but who can regret that the field of his future work is one where humility never misses its reward and where the honours are abiding? Mr. Wallace, we believe, was a native of Paisley, Scotland, where he received his early education, supplemented afterward by several sessions at the Normal Seminary, Glasgow. Subsequently, he entered Trinity College, Dublin, and there graduated with high honours. In 1875 he came to Canada, and was almost immediately appointed Head Master of the High School, Weston, where he laboured to within a week of his lamented death.

Ah, gentle spirit, whither hast thou fled?  
What doest thou amid the unnumbered dead?  
Oh, say not 'mid the dead, for what hast thou  
Among the dead to do? No! rather now,  
If Faith and Hope are not a wild deceit,  
The truly living thou hast gone to meet.

## COUNTRY OR CITY TEACHERS.

TEACHING is hard work, and under the most favourable circumstances it is a severe drain upon the vitality and nervous force; but in city schools teaching is (for the lady teacher) carried on under very unfavourable circumstances. In the ordinary public schools of cities, the work, by means of rules and regulations, has become exacting, repressing and harassing: for a faithful teacher, it is worry; for one who through the system has become a mere machine, it means loss of self-respect.

To attempt to make a list of the drawbacks to successful teaching would be a serious task, but we will mention a few of them. Troublesome and unnecessary attendance, and oversight of pupils in the yard and halls are required. Great educators have discovered that instruction must be imparted in such a way as to make it very easy for the children to receive it. The intellectual food must be presented in the most delightful and entertaining manner to the children; they must be "spoon fed," and, therefore, the teacher must spend hours, not in preparing the lesson, but in training herself to present it in some very easy way. Then there is a complete and elaborate system of reports, returns and red-tape, so that the real work of education is lost sight of, and both teacher and pupils run great risk of becoming mere machines. This is not spontaneous, free, inspiring study; it is mechanical routine all through. And why is such an unwise policy pursued in our city schools? Why are the lady teachers in cities rather than in the country subjected to all this? First, because the supply exceeds the demand. The facilities for obtaining professional training in cities are very great. Young girls anxious to assist their parents or become self-supporting, and still remain under the shelter