

vanced knowledge on all subjects connected with his life work. To secure the highest success teachers should note the practice of members of other professions in this respect. See with what diligence and zeal doctors, lawyers and ministers read books specially bearing upon professional work.

But taking for granted that the teacher reads such works as are fitted to promote the highest degree of efficiency, is this to be the be-all and end-all of the master's reading? By no means. One who has been properly taught to rely upon himself, taught how to value books, who has been prepared, not crammed, to pass an examination, who has developed, before leaving school or college, an inclination for reading or studying in some one direction rather than another, when left comparatively free, and thus thrown upon his own responsibility, will naturally, nay assuredly, move along the line of "least resistance."

The time of freedom having come, the leading-strings being withdrawn, and the novice given an opportunity to exercise his ingenuity and power, he will now select some special line of reading. The fatherly curb of the Minister of Education, exercised either in person, or through his subordinates, in the control and direction of his studies should cease. This care, however well meant, must be abandoned. If the teacher does not possess some individuality we lose one of the first safeguards of liberty. The valuable aid which the officials of the Education Department may be able to give in cheering and stimulating the student pursuing his solitary pleasure of quiet thought consists in showing the teachers throughout the country what can be achieved in various fields of mental effort, rather than in tying them down to a set of books, professional or no; and making them

move (as if the school bell had rung) obediently under the shadow of the Minister. Free men grow not under this style of tuition; men and women of robust thought are not gotten by this process. The teacher must read; he must acquire specific information if he is to impart it to his pupils. He will read to acquire knowledge which, though not absolutely necessary for his class-room, will be serviceable to him by enriching his scholarship, and investing his work with new interest, both for teacher and taught. While fully sympathizing with the object of securing a better workman in the school-room, by insisting on his reading professional books and holding him to such, yet, we submit that these give no new outlook, no new aspiration. They are but the extension of the country school in all its cramping details. For deficient as the novice is in the technics of his art, his greater deficiency is in a realm which underlies all technics—in that which gives him power as a man, which is, by all odds, the first and great essential in the teacher. The literature of bare facts, of information only, of teachership, is the region in which the teacher row marches and counter-marches, accomplishing something no doubt, but certainly achieving no great triumph. But the literature of power, of culture, of inspiration, of manhood—that which tells but for little in his certificate, but alone gives life and potency to all that his certificate does contain—is a field into which the teacher ought to be led with all the steadiness and enthusiasm that organization and fellowship can possibly give.

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THE LATE GEORGE WALLACE, OF WESTON.

SINCE our last issue, one more of the plodding workers in, for the most part, a thankless and wearying profession has fallen by the way, and