

hand or left. Besides the mere reading of scientific works, it would be well to make notes of important points, and from these to review frequently the author's argument, thus completely mastering whatever was undertaken. In this way from year to year—new ground might be cultivated, and a good knowledge obtained not only of the sciences, but also of the many attractive and inviting fields of literature.

When to this is added a perusal of such works bearing upon professional duties as might be available, the teacher's time would be well spent and his mind would soon be liberally furnished with much that would be of use even in the daily work of the school. But entirely apart from the direct practical benefit of this valuable information, there are other advantages not unworthy of notice. The teacher whose mind is quickened by contact with other minds, has thereby acquired an activity of thought that must react upon his school. He sees the great void existing in his pupils' minds, which he feels it to be his duty to fill. He sees how much of the undiscovered they have yet to explore and knowing by experience the pleasure derived from the acquisition of knowledge, he will labor more assiduously to bring others to the same fountain from which he himself drank with such avidity. His own mental powers quickened, he knows the advantage of similar activity in others, and at no time will he allow that mental torpidity to overtake his pupils, which is not difficult to be found in so many of our Public Schools.

3. Self-improvement can also be aided by Teachers' Associations. There seems to be

quite a revival in the Province in regard to those valuable accessories of the Teacher's work. No county should be without one or more. To make these associations really serviceable, they should be entered into with spirit. A regular programme of work should be mapped out, and no teacher should shirk the work allotted to him. Besides the practical work of teaching which should constitute the main part of the exercises, essays may be read, debates carried on, and in many ways variety and interest imparted to the meetings. There the varied information gathered in his evening course of readings might be poured forth either in essay or debate, and a fresh impetus given to those who might be negligent or dilatory.

We have thus briefly referred to some of the means by which a teacher can advance himself in the acquisition of knowledge, and both develop his mind and better fit himself for his professional duties. We would hope our entreaties would not be in vain. Inasmuch as his work is a great one and his responsibilities of the weightiest character, we trust, so far as he possesses the power, he would not fail in rising to the full stature of the *ideal* teacher, but that by the diligent use of every facility within his reach, he would fit himself for the faithful discharge of those duties which the country has a right to expect from him. His position cannot be made for him without any outside help—he must raise himself and this can only be done by making society feel that he is not only indispensable to its well being, but that he is eminently qualified for the work he has undertaken.