

so many of our teachers answer to that description—grow into men and women, their thoughts go out of themselves, and not altogether into their teaching. Since the schoolmasters of a civilized country must, on the most obvious economical considerations, be necessarily numerous, and in receipt of an average salary not greatly in excess of the average wages of the citizens, it is apparent that these limitations of average intelligence and moral fallibility are not merely transitory circumstances of this age, but permanent considerations in the educational problem. The whole tenor of educational reform, for a hundred years or more, has been the substitution of a sane acceptance of the actual facts of a child's being for an absurd and pedantic idea. Is there not some necessity for a smaller but parallel movement in respect to our ideas of the teacher? The claim of the child to ample air, to play, to patient guidance and to tolerant encouragement, to sweetness and light in its surroundings, is abundantly, almost redundantly, asserted. But that education must necessarily be a mere beginning, and even then half a failure, unless the teacher has leisure, athletic relaxations, the refreshments of music and leisurely social intercourse, and freedom from the avoidable anxieties of life; and, in the case of assistant teachers and employed headmasters and mistresses, social recognition and confidence is by no means so keenly insisted upon, and, in the practice of too many schools, it is quite evidently not understood.

In fine, the nexus of all mental existence is compromise, and it is submitted that, in their devotion to the child's needs and to educational ideals, pedagogic writers are too often impracticably uncompromising and ignore the fact that the teacher is, after all, like the child, of fallible clay, a bundle of instincts and desires, of small power and finite horizon—a consideration which would profoundly modify very many of their prescriptions.

THE DOWNWARD PATH.

In some of our communities, especially in the northern parts of our Province, the boys seem to have too much authority, and while the villagers complain and the local editor threatens, so far no remedy has been provided to prevent the rowdiness that trains itself at the street corners of too many of our villages. The teacher not infrequently comes in for a share of the blame that such a state of affairs should exist, but until his efforts in the school are sustained by the activity of the constable in the streets, there is not much chance of an improvement.