

learn even when the parents are most anxious that the children should learn. (2) Cases are met with in which both parents and child are unwilling to spend time and effort in acquiring the merest elements of common knowledge. (3) Cases are found in which the parent is determined that his son shall be an educated man and the son is quite indifferent whether he is to become such as the parent prays for or quite the opposite, a *vessel* only into which the earnest and skilful teacher has managed by enthusiastic perseverance to put some morsels of knowledge wholly undigested by the indifferent recipient.

In cases where want of intellectual power in the child is the difficulty all the compulsion in the world will be of no avail to the pupil or teacher. For common subjects and only to a limited range of learning the number of such children is not large, but it is larger than many people are disposed to believe. The number of those indifferent to learning even the necessary branches is large indeed. Now, how is compulsion to be of service in such cases as these? How benumbing to the enthusiasm of the teacher are such cases? What progress can rightly be expected in such pupils? Unfortunately if progress be not made, even apparent progress, the fault will be laid to the charge of the teacher. The teacher is common property and can easily be got at by every body.—All are agreed that every child in the country ought to be able to read, write and cypher.

We shall have to refer to this topic in a future issue of our Magazine. Meanwhile let us say the country cannot do without public school instruction and the better this instruction is, the more will true educators rejoice.

ABOUT TEACHERS.

THE Toronto News, of Saturday, intimates that the question of teachers preparing themselves for professions or other occupations was before the Public School Board, of Toronto, a few days ago. The contention that teachers should not be allowed any such privilege is called just and wise. In speaking of this subject, which has an interest for all school boards and teachers, the "News" says:—

"Teaching makes a greater drain on both mind and body than almost any other occupation; at the same time to be successful it demands an expenditure of will force which is impossible in one whose system is lowered by constant study and over confinement.

Over and above this, the state is not concerned in providing stepping stones to the learned professions.

But for this system of using the position of school teacher as a help to something else, many a man who is now eking out a miserable existence in some profession would be prospering between the plow handles.

The State has a right to demand the whole and best energies of the teacher. The training of the young is the most important function of government, and a divided attention on the part of the teachers should not be tolerated for a moment.

Successful teaching is all that one man or woman can accomplish with his or her whole energies, and many of them can not even do that."

We are quite willing to concede the truth of the remarks of the News. When men or women engage their services whether to the state as teachers or to an individual in any other capacity, the employers have an undoubted right to the very best service that the employed can give and they have no moral right to