

Is Teaching a Profession.

Teaching is a profession just so far as the teachers make it such. None but teachers can professionalize teaching. If they teach merely for a living, it is nothing more than an occupation; if they teach as a purely personal matter, because they feel called upon to consecrate their life to it for the sake of their influence over those who come under their guidance, it is to them a calling, but to neither is it a profession. The one is as far from it as the other.

Teaching can only be a profession to those who profess it, who consecrate themselves to it publicly, who reverently join forces with those who make a similar profession of devotion to it. One can be a Christian, for instance, without belonging to any church; one can do much good who smiles devoutly upon every one he meets and lends a helping hand to every falling or fallen fellow-man he meets. But he will do infinitely more if he joins forces with all others of kindred purpose, so that he may know that a falling man anywhere on the globe will have an extended hand just as surely as though he was falling in his pathway.—*A. E. Winship.*

According to Inspector J. L. Hughes of Toronto, the seven deadly sins committed by the teacher are the following. There may be other sins but he who is innocent of these transgressions may safely be marked "excellent."

1. Picking at pupils.
2. Repeating questions and repeating answers.
3. Speaking too loud and too often and when pupils are not giving attention.
4. Asking questions that can be answered by yes or no.
5. Allowing pointless criticisms, questions and discussions.
6. Failure to make each recitation a solid step upward and in advance by wandering off on subsidiary and unimportant topics.
7. Failure to create a moral and intellectual atmosphere.

A correspondent writes: B—— G——, our charwoman, is a sensible person. She intends to stay in the house evenings when the comet comes, so she "will not have to breathe them gases."

Marking Time.

Marking time will kill a man much more quickly than marching at a quick step. In war times I remember to have seen a man tied to a tree and forced to mark time, with a guard over him to prod. He could mark time as slowly as he pleased, only he had to keep at it. I thought the man would die. He could have marched twice as long without fatigue. The teacher who marks time is the one with nervous prostration. There is life and elasticity in progress. It is better for the blood, for the nerves, for the digestion, to have something a-doing. It kills any one to teach the same this year that she did last. The one who has a perfect method, a perfect scheme of devices, is liable to break down early for lack of the elasticity of progress. Don't mark time.—*Journal of Education.*

It may not always be possible to make scholars out of your pupils but nearly every one may be made a worker. This should be the aim of every teacher. To make every pupil a scholar, to bring him up to the standard, is a wearing out process for the teacher, and it is discouraging for many pupils. But there is pleasure and inspiration to both teachers and pupils to do reasonably hard work, and let the scholarship take care of itself. The result is usually as much scholarship as the boy or girl is capable of attaining.

Mr. R. R. Gates, of Nova Scotia, who has been pursuing special work at the Missouri Botanical Garden, St. Louis, in seaweeds and evolutionary investigations in certain forms of plant life expects to sail for Europe in a few weeks. He will take part in the International Botanical Congress at Brussels, and afterwards continue his studies in some of the botanical laboratories of Europe.

"My best teacher," said a school girl, "was one who put life and reality into dull text-books, and turned hours of study into hours of pastime. She had a sunny personality, and things were talked over in her class in such a way that it became almost impossible to forget them. She was the best teacher I ever had for this reason—her influence is upon me still."