

who receives a license of any grade to teach. In this way the teachers throughout the country would come to know each other, and to know is to feel concern for the welfare of fellow workers. By this and other means, a body of men will arise in the community who will feel it to be their duty and privilege to take the special oversight of the interests of education and of the teachers in our institutions of learning. It is an omen for good that college men and professors are taking a deep interest in, and are favourable to, this important and hopeful movement. This number of the Magazine shows what a hold the idea of the College of Preceptors has taken of our intelligent and active men.

THE MINISTRY OF TEACHERS.

WHY do I wish to teach? Why do I continue teaching? If these questions were asked our teachers, how various would the replies be! Take the first question, and ask it of those beginning their preparation to qualify themselves for the arduous work of teaching; and it will be found that while there are various shades of differences in their answers, this will be found common to all—to the complete ignoring of all other considerations—I want to make money. The reasons given are many and diverse: One to assist parents, another to support relatives, one, self support, another, in order to have money to pay for college expenses, and then enter one of the other three professions, or to gather a little money to buy a farm, or enter into trade. The questioner will observe two reasons almost invariably conspicuous by absence, viz.: 1. Teaching is an honourable calling. 2. Teaching affords great scope for good; therefore I choose it for my life work. This negligence, the obliquity of moral vision, should not be laid to the charge entirely of the be-

ginners. Parents, all parties concerned, appear to regard teaching in some thoughtless way. The aspect looked at is, What provision can be made from teaching for the necessities or the comforts of life? not, This is a good work, a responsible vocation, and if I have talent for it I will choose it for my sphere of labour for people and country. The prevailing element in the decision is of the earth, earthy. In teaching, as in all other fields of honest and honourable exertion, men and women cannot live on air; the recognition of the Master is to them as to any other labourer:—"Does God care for oxen only?" and this other, "The labourer is worthy of his hire." It may not be amiss to consider briefly how this low and sordid view has become connected with the high and important profession of teaching. Such phrases as these are quite common: We must have drawing in our schools; otherwise, we shall fail in competition with our neighbours in the production of machinery, or in beauty of artistic designs, etc., etc.; or we must have science teaching in our schools, else we shall fail to produce the many and important dyes, etc., etc., derived from a full and practical knowledge of chemistry and the allied branches of the natural sciences. It will be observed that every time this phrase is used, and it is used very often, the idea presented is a race, and that race a competition for money, a race for rapidity in acquiring material prosperity, not a word about honesty, not a suggestion as to honour, not a hint as to the effect this race is to have on the character of the young racers. The appeal is to cupidity, to ambition of a low order. These things are good in their own time and place, but there is a more excellent way. If we are not mistaken this one-sided and grovelling notion anent the special office of education has followed closely in the wake