

and benefit his patrons; to rouse and inspire his pupils, and to prepare himself for his daily teaching.

The true teacher is *always* reading, thinking and acting for his school. And this work is effective and disciplinary.

To the same end the teacher must make his *pupils* work. Study and recitation are their only business in the school-room. But in a well governed school it is not often necessary to *enforce* industry. Children and youth naturally love work. Among the thousands in our families and public schools, not one *indolent* child can be found, unless he has been made so, by the mismanagement of parents or teachers. Every child of common physical and mental ability, craves knowledge and is fond of study. And it is the teacher's business to direct and encourage this necessary work.

The studies must be adapted to the capacity and standing of each scholar, and must be so difficult as to task his energies and compel him to work. If his lessons could be learned without effort, his school-life would, so far, be without profit.

But an industrious, laborious school is not only sure of improvement, but no longer requires outward discipline.

H. O.

Rhode Island Schoolmaster.

Hints Towards a Reform in the Teacher's Profession.

(By F. T. Kemper.)

Notwithstanding all the fine sentiments that have been uttered on the dignity and usefulness of the so-called Teacher's Profession, there is, practically, no such profession in existence. A profession is a calling that will bring to its votaries, competence, independence and social position. It is a vocation upon which a prudent young man may embark the interests of a rising family with the expectation of leaving to his heirs a fair start at least, on the journey of life.

Now excluding College Professors, (who "are a law unto themselves,") and the very rare exception of teachers who live to old age pursuing their calling as a permanent, remunerative and respectable business, what is there that can with the slightest propriety be called a profession? As to supporting a family it seems to be the rule, that men and women alike must abandon the business when they incur the responsibilities of the family relation. It is a stubborn fact, disguise it as we may, that any respectable young mechanic, farmer, or day laborer, will, in the run of an average lifetime, probably achieve more comfort, and honor, and profit, than the young man who has the hardihood to pursue teaching as a profession. A graduate of the State University who was asked if he meant to continue in the business of teaching, replied with bitter sarcasm, "Not if I can *steal* enough to live on."

As to personal independence, does not the day laborer who has naught but a sound body and a brave heart, stand on high vantage ground compared with the teacher who gets his pass renewed every year, who has to call in a Board of Directors to settle a difficulty that any wise father in his family circle could settle in a few moments, and who is perpetually removing from one District to another to escape the odium which stern principle and sound wisdom are so likely to incur?

As to social position, while the profession is adorned by many men and women who rank high in spite of adverse circumstances, it is still true that the rank and file of our teachers, who are the proper representatives of the profession, are not helped upward by their profession, but are often sorely wounded by its chagrins, and somehow find it as easy to leave the business when they can live by something else, as to lay aside an unfashionable or worn out garment.

What now mean the platitudes about the teacher's high rank, "no higher calling than that of developing the human mind," etc., etc., *ad nauseam*? It is true, indeed, that a boot black,

graded by the standard of moral virtue, may be a greater man than a prime minister, but the social scale is a somewhat different standard; and how a man can be imposed upon by the transparent fallacy of employing these two standards indifferently when talking about the *rank* of the teacher, it is difficult to explain on any other principle than that men are given to allow other people to do their thinking for them, and hence are often misled by "sound and fury signifying nothing."

Is it practicable to inaugurate teaching as a learned profession? Another question should be first settled—Does society need such a profession?

In answer to this question it must be admitted that many most useful and efficient teachers are destitute of collegiate education, and will be, probably, through all future generations. Our most potential educators are our mothers. In the nature of the case, they are the least *professional* of all our teachers. No college diploma or superintendent's certificate is hung up in the nursery in mockery of the value of a mother's smile, or the silver tones of a mother's voice, or the affection instinctive and undying of a mother's heart. No warrant on a county treasurer insults the affection that can imperil health and life without hope of reward. This class of our teachers will always come well commissioned. Their "witness is in heaven and their record is on high."

The next grade of educators must have somewhat of the scholastic character, though not necessarily much, and may have less of the maternal instinct. These are our lady teachers in general, who with their refined sensibilities are fittest to succeed our mothers.

Then come the best graduates, male and female, of the Normal school. But how inadequately do any of these prepare a man to cope professionally with the successful lawyer, or physician, or engineer, or specialist in any department of science. The college graduate thinks it is somewhat of a condescension for him to teach at all. He cannot degrade himself by going to a normal school as a pupil; not he. He can make a Normal school himself! The worthy Principal of the Normal school at Columbia was asked how many of the university graduates he expected to allure into the Normal school in the next ten years. He replied that he was doubtful whether he should attract any of them.

It is proposed to demonstrate in a succeeding article or two, that society greatly needs an order of learned, independent, professional teachers to fill the niche between the Public School Teacher and the College Professor—and furthermore that it is perfectly practicable to establish such an order. And we conclude with the remark that it is no compliment to the progress of educational philosophy, that teachers and legislators have thought, and said, and done so little in this direction.—*Western Educational Review.*

Proposed New Channels for the World's Commerce.

The success attending the construction and operation of the Suez Canal is already leading to important results in encouraging similar enterprises in other directions. Nearly every Government of Europe has some scheme under consideration for the establishment of shorter and better routes for the commerce of the world, and many of the enterprises now proposed will, if completed, exercise an important influence in determining the direction of trade by offering facilities for the cheaper and more rapid interchange of communication between the old and new world. A few of these projects are sufficiently important to merit a passing notice.

For some time past, the Greek Government has had under consideration a scheme for cutting through the Isthmus of Corinth, and uniting the Gulf of Ægina and Lepanto. The channel thus open would offer a more direct route for the trade of the Black Sea, Turkey, Asia Minor and the Grecian Archipelago, with the Mediterranean coast and Southern Europe, as well as for that portion of it seeking other countries through the Straits of Gibraltar, shortening the distance to these points by several hundred