

bestowed on the professor of the college, much less on a teacher in a secondary school. The teacher, he finds, is wholly out of the line of civic promotion. Not only so, but his very fidelity and absorption in his vocation with its total unlikeness to any other employment, quite unfits him for nearly every other occupation. He is seen to confine himself to his class-room, until he becomes to the public a sort of recluse, rather than a man of affairs. Other men are the producers, amassing great fortunes for themselves and others, and amid the plaudits of their fellow-citizens becoming the benefactors of the city and town in which they live. 'Cabined, cribbed, confined,' the teacher treads the daily round of petty duties. Hence our young friend is apt to be frightened away from such a career, repelled by its very uncertainties, vexations and limitations.

Now this is all true, and one might go on enlarging indefinitely on the discouragements and difficulties that beset the teacher—probably these are greater than may be found in any other vocation. But in spite of them no profession today offers ampler scope for great abilities and great enthusiasms. Education is a debt which the adult generation owes to that which succeeds it. Some must be found to pass on to the young those habits and customs which have the stamp of proved utility; and those who do this must not be the vagrant scholars who have no aptitude for the work, but those who for the love of it make it a life profession. "Teachers", said Henry Ward Beecher, "are of more value to the community than all the lawyers, doctors and ministers rolled up together." Little need be said on this point. The nobility of the teaching profession is a theme that is frequently sounded, particularly by teachers themselves.

If the graduate is seeking higher duties and greater emoluments than the common school or the academy is able to afford him, then he has offered him higher positions in the line of educational work to satisfy his ambitions. There is now especially a demand, which is not likely to grow less, for teachers trained in the theory and practice of education. We are told that last year when the authorities of one of our own colleges were looking for one competent to fill a newly founded chair of education, they searched in vain throughout Canada and were finally compelled to go abroad for a specialist in pedagogy. Many positions in common school work, such as school superintendence, demand men of thorough training, and such positions are becoming