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TEACHING AS A STEPPING-STONE TO OTHER PROFESSIONS.

We have heard the idea advanced by some, that to engage for any length of time as Public Teacher, unfitted a man ever afterwards for any other profession, or walk in life. In sustaining this position, certain individuals were referred to, whose habits had become so fixed, or who had contracted such peculiarities, or eccentricities, as to disqualify them for any thing else. These were held up as the samples by which the whole body of the profession was to be judged, and the peculiarities which they displayed were charged to some tendencies inseparably associated with the profession.

Now, if it could be proved that *peculiarities*, as they are called, were associated with this profession and no other, there would be some force in this argument. But is it not true that any position in life a man occupies for any great time, unfits him, to a certain extent, for occupying any other? Is it not the natural tendency of mankind to

run in grooves, either physically or mentally—an arrangement which instead of militating *against*, contributes, to a very large extent, *towards* our happiness? How often do we find that the performance of certain duties, which were at one time irksome, have become quite agreeable by repetition, and that the breach and not the observance, is in reality distasteful? That the Teacher is more liable than any other to get into grooves of this kind, we fail to see. True, there is a great deal of repetition about his labours. He goes through a good deal of the same routine every day. But where, we ask, is there any profession without its routine? Indeed, does not a man's professional success, in many cases, depend upon the thorough performance of routine? The only danger is that the repetition and the routine will lose all its earnestness, and become a mere formality, without soul or power.