

on the best methods of perfecting ourselves for the work we have in hand, and to consider how best to perform that work. On the other hand, I think it is a fair subject of consideration, whether, in thus ignoring our other relations, we are acting for the best for our schools, for the community and for ourselves.

But it may be asked—What are these relations? The answer is simple. They are the same as those between men who compose any other association.

1. The relation between men and women who are engaged in the same pursuit for the same ends.

2. The relation between men and women who, to a great extent, take from the shoulders of the people upon their own one of the most important duties of the people.

3. The relation between men and women who are acting together, and with the Government of the country in what is recognized as the most vitality important labour of the community.

The consideration of these three out of many relations will, I fancy, occupy as much of your valuable time as you will be willing to concede me this evening. We will proceed at once, then, to the consideration of the first relation.

*That between us as men and women who are engaged in the same pursuit for the same ends.*

That this is a relation of considerable moment to us, and that important results may be expected from a healthy condition of it, may be argued from the fact before alluded to—the benefits which have occurred to the community from associations formed to cultivate this relation alone.

The enumeration of all the means by which this relation is or is not now drawn close, and the enumeration of some of those by which it might be strengthened, and the probable effects of all such means would alone be beyond the limits of this paper—and we have yet other subjects to discuss. But a few of these may not inappropriately be considered here. The first and most obvious of these means is the cultivation among teachers of mutual respect. Far be it from me to assert here that we have not this respect for one another to a certain extent. But I candidly ask you—Are you satisfied with the position in the community occupied by teachers? Do you think the class and the individual are as highly rated in the scale of our general civilized society as they should be?

Compare our education and training; compare the necessity to the community and the influence upon it of our labours with those of the clergyman and of the lawyer. compare these, and then account for the fact that the two latter not only manage their own affairs, but ours also.

This condition of things certainly exists, and may not some of it be traced to a laxness of this first among us?

I will not mince the matter further, but will state the case in the words of a teacher writing to the last number I have received, Dec. 1871-72, of the most widely circulated English Educational Periodical.

He says:—"Our enemies tell us that the characteristics of our profession are jealousy of one another and the selfish view we take of our own personal interests."

This, be it remembered, is the view of our enemies. But *Fas est et ab hoste doceri*—let us learn a lesson even from them. They doubtless, are just as jealous of each other as we are, and it would be a pity if we did not hold as tightly as possible to the few personal interests they allow us.

There must be, among us human beings, whether clergymen, lawyers, or teachers, the constant working of those feelings of which we are, as it were, bundles. But it is a wellknown fact that rarely or never has a clergyman been heard to speak or hint, in the most remote manner, anything to the detriment of another clergyman.

Indeed this has become a characteristic of the profession so marked as to distinguish them from all other classes of men in this one respect. As a teacher it would be invidious for me to charge our body with indifference to this law of self-preservation; but, when we compare the fact just adduced with the charge of our enemies there certainly seems to be room for drawing our first bond a little closer.

I do not myself believe that we are more jealous of one another than are men and women in other professions. Nay, I believe that we are less so than some. But, by our human, mental, and moral constitution, there must always be among us a possibility of increased mutual respect and diminished jealousy.

The consideration of this first bond (first in *order* merely) is a delicate subject and one not easy to be handled by a teacher; I but rejoice in the opportunity it has afforded me of uttering my poor denial of the aspersions of our enemies.

I will now draw your attention to the second of the relations proposed to be considered.

*"The relation existing between men and women who, to a great extent, take from the shoulders of the community upon their own one of the most important duties of the community."*

That these duties may be performed to the satisfaction of both parties concerned—that the teacher may work with confidence and a quiet mind, and that the parent's mind may not be disturbed by doubts as to the improvement and development of that which he holds most dear of all—that this may be the case, it is absolutely necessary for the teacher to command the respect and perfect confidence of the people.

One of the means of securing this respect and confidence has already been alluded to.

The consequence of a good, healthy condition of this relation between the teachers among themselves and the people, I cannot better illustrate than by the following testimony of Mr. Kay-Shuttleworth, as to the education, social position and professional standing of primary school teachers in Prussia. He says:

"During my travels in different provinces of Prussia I was in daily communication with the teachers. I had every opportunity of observing the spirit which animated the whole body, and of hearing the opinions of the poor respecting them. I found a great body of educated, courteous, refined, moral, and learned professors, labouring with real enthusiasm among the poorest classes of their countrymen. I found them wholly devoted to their duties, proud of their profession, *united together by a strong feeling of brotherhood*, and holding continual conferences together for the purpose of debating all kinds of questions relating to the management of their schools. The teachers in Prussia are men respected by the whole community, men to whom all classes owe the first rudiments of their education, and men in whose welfare, good character and high respectability both the Government and the people feel themselves deeply interested. I cannot but feel how grand an institution this great body of more than 28,000 teachers was, and how much it was capable of effecting."

He goes on to say that—"As the character of every nation depends mainly upon the training of the children,—how essential is it then, to the moral welfare and therefore to the political greatness of a nation that the profession of the teachers should be one insuring the perfect satisfaction of its members, and commanding the respect of the country?"

A foot-note adds.—"Since these remarks were written the course of public events in Prussia has given a very remarkable proof of their correctness. To the National Assembly, which met in Berlin, in May, 1848, the people of the provinces elected no fewer than eight teachers as