

ral, as to win and maintain the favourable opinions of the wise and good in the community. It is of infinite moment to us, to the success of our work, of our mission, shall I say? as educators that we enjoy the confidence of society seeing that the dearest interests of so many are committed to our custody.

Having thus considered the necessity and advantages of union among Teachers, it may not be uninteresting or unprofitable to turn our attention briefly to the work itself, to which we have devoted ourselves. The profession of teaching—I employ the expression designedly, Profession of Teaching; for so noble, so important and so responsible a pursuit as that of Education, seems to deserve an honourable designation, and it is important that every means be employed to foster the idea that Teaching is not to be regarded as consisting in mere desultory efforts, as an engagement entered upon for a brief period or adopted only for a few years of life, and a stepping stone, to some desirable position—a prelude to some more important scene in the grand drama of life, but that it is worthy of being considered a life-work, to which young men shall look forward, for which they shall make special preparation. I am far from ignoring or undervaluing the advantages that have arisen from a merely temporary prosecution of this work. There are occasions when the devotion of only a couple of years to educational duties has proved a boon to a community in which teachers have been few and ignorance has abounded, but it is to be hoped that that time has passed away, and that now other qualifications will usually be demanded than simply a certain amount of knowledge, viz: experience, love to the engagement, intention to continue in the profession, or other qualities specially adapting one for the training of the youthful intellect.

Wide-spread misunderstanding and misrepresentation of the Teacher's position, duties, perplexities, and pleasures, have undoubtedly prevailed. It is to be feared that the fault is to some extent attributable to Teachers themselves. The deficiencies, eccentricities or worse characteristics of unworthy men have served to throw discredit or disparagement upon the whole class. The innocent have suffered with the guilty. The many excellencies of the majority have been obscured and beclouded to the public eye, by the glaring delinquencies of the few. This unfavorable opinion of Teachers as a class, has been fostered by the apathy that has rendered them willing to remain under unjust imputation rather