

for our women to exercise their very highest gifts in mental culture and refinement. There is a Profession open to them of possibilities hitherto not dreamed of, and, up to the present, very inadequately filled—*The Profession of Teaching*.

It is undoubtedly the experience of those who have to do with Institutions for the Higher Education of Women, that the supply of teachers possessed of high scholarship and the refinement so necessary, is not equal to the demand—and the demand is becoming greater every year. In England some years ago there were two classes of female teachers, or governesses, as they were more generally styled. Both did their work badly. One class rose from the lower ranks, and by indomitable perseverance acquired an education that fitted them for imparting a certain amount of knowledge; but they were lacking in the polish that English people demanded for the drawing-room. The other class came from a very different rank. Women once in the enjoyment of comfort and ease, meeting with reverses in life, found it necessary to provide for themselves, and without the intellectual preparation undertook the management of schools or gave private instruction, and sadly failed. They left as a monument of their failure the odium that attached for a long time to the *Boarding Schools*.

We want to elevate the profession of teaching in Canada to the dignity to which it is justly entitled. What is needed is that women, who have had the advantages of the highest mental culture, as well as the refining influences of our best homes, should not consider it beneath their dignity to engage in the work of education. Let women consider it their privilege as well as their duty to take a part in this work, even when they do not require to enter it for a "Living," and the cause of education will receive a

*new inspiration*. We shall then have no difficulty in obtaining an Annex College in affiliation with the Provincial University, thereby securing in separate classes the advantages of a distinguished Professoriate.

Our women are specially adapted to the work of teaching. The educational success already achieved by female teachers is evidence of their adaptation for it, and gives encouragement to extend the facilities to prepare them for this particular work.

In the United States the proportion of female teachers engaged in the work of public education is seventy-five per cent. In Ontario the proportion will be over fifty per cent.

Owing in a large measure to the small remuneration paid our public school teachers there is necessarily a want of permanency in the profession. From four to five years is the average experience gained by the teacher, and his calling is made the stepping-stone to some more lucrative vocation. And who can blame him? Into what calling in life can a man enter with so discouraging an outlook? The teacher, who is prepared to remain permanently in the profession, may be described as a person who is determined to sacrifice himself on his country's altar. And, while the argument of a want of permanency applies with equal force to lady teachers, we have no hesitation in saying that, during this short period, they exercise a far more powerful influence in the moulding of character. Woman's ready sympathy, her simple and clear methods of expression, her soul power earlier developed, all tend to give her the supremacy in influencing the moral and religious life of the young. In our Kindergartens and Elementary Schools the field is hers by conquest. And when we have learned to demand qualifications of greater importance than those determined by written examinations, the supply will not be