

prescribed curriculum in a prescribed way; he is left limited room for development in his calling, and little opportunity for making his individuality felt.

It is the aim of the contemplated union to provide a remedy for these defects, and, it is fitting that this movement, which has been long talked of and discussed, should be taken up by the Ontario Teachers' Association—the only organization of the kind amongst us that is provincial in its character. We must have, as a representative body, a brotherhood of teachers; our aims and sympathies are in harmony; there is, or should be, a feeling of loyalty to the profession, and a professional *esprit de corps*, which is above mere personal matters. I feel, therefore, that whatever conclusion this Association comes to in regard to this very important question, it will meet with the hearty approval of all the teachers of the Province.

We need more organization and less isolation; we should know each other better than we do; we want a fuller recognition of the necessity of good professional training, and a more adequate appreciation of our work on the part of the public. I have no doubt that these objects may be pursued successfully, because the whole complexion and temper of the times are favourable to their present discussion. Not only is there a wide interest taken generally in education, but there is abroad a spirit of robust and intelligent criticism, not, of course, perfectly instructed, nor always based on profound study, but on the whole intelligent criticism; and it is assuredly a sign of a healthy condition when our work attracts such criticism.

Any effort at forming a union having in view merely our pecuniary gain will certainly fail, as flavouring too much of trade unionism, and placing us in a position of antagonism

to the other professions, and to a very important and influential class of sympathizers in our national system of education. There are defects in our educational system which our scheme should seek to remedy; if we cannot show that the projected scheme will benefit the public as well as the teaching profession, we need not hope to succeed. We want a fuller recognition as a profession; teaching is something more than a trade—a means of getting money; it is, or should be, a real vocation or mission—a something for which a man has certain talents to be turned to right account; it is not only a service but a ministry. It requires a professional training—the direct training in the art of teaching, and an indirect training which comes from our own devotion to thought and research into truth. We claim for those entering the teaching profession a professional training secured by the influence of spirit—the power of full conviction and of moral influence—and the influence of law.

The first and most important essential in teachers themselves is a conviction of duty—a something like enthusiasm for the work. The public can stimulate these influences for us; they can look upon our work in the same light, and from a point of view as high as that from which we ourselves regard it; but unless we have these higher influences, unless there is a feeling of duty, and that enthusiasm in the profession which is begotten of self-respect, as well as an earnest regard for the good name of every member of the profession; and unless these are taken for granted by the public, we will never maintain the teaching profession in its true and fully accredited position.

But there is a decided function of law in this matter—its directing and stimulating function. The public have surely as good a right to be secured