

if I mistake not, in judging of the spirit that now actuates teachers, the profession of teaching must ere long have as united, as devoted, and as permanently organized a body of members as those of any other profession.

2. It is urged that teachers cannot support the dignity of a profession. "Teaching ought to be made a profession," said a lawyer in my hearing some time ago, "but," he added, "teachers are too poorly paid, they cannot support the dignity of a profession."

This was said more in sorrow than in anger, and the fact cannot be concealed or denied, that teachers receive less compensation than men engaged in any other business requiring an equal amount of labor, and equal qualifications. It is true that lawyers have received more money for the management of a single case than teachers of equal talents have earned in twenty years, aye, in a life time; and that physicians sometimes receive more for a single surgical operation, occupying one hour, than a teacher can earn in a month, on every day of which he may have exhibited as much scientific knowledge, and equal skill.\* But truthfull as these statements are, and shameful as the facts are which warrant them, should those teachers who are willing to labor on, actuated either by the love of teaching or influenced by the hope that they must eventually receive a just compensation for their services should these teachers, I say, be deprived, on that account, of the honor fairly merited by the importance of the office, and the qualifications required to discharge its duties? Are wealthy law-

yers and wealthy doctors alone recognized as belonging to the professions of law and medicine? Have not some of the high ornaments of both died poor? Take away all the property belonging to their members, and would not those professions still have a noble object, a basis founded on science, and whatever else is necessary to constitute them learned and honorable? A costly dress and gaudy equipage may be essential to give character to the haughty millionaire; stars and garters, and titles of nobility may be necessary to the existence of a privileged aristocracy; but science has always furnished an open field for distinction, and wealth can add no dignity to the true profession.

3. It is said that teaching does not enjoy that measure of popular favor to which a profession should be entitled. This may be true, but teaching is on that account no less noble in its aims, or scientific in its operations; neither does it require less learning or special preparation on the part of its votaries, nor should it therefore be less honored as a profession. If people were all so ignorant and wicked that they would refuse to listen to a minister, or reject the advice of the physician, would it render these professions less professional? If not, then no want of popular appreciation of the benefits arising from education, can make the profession of teaching less honorable, or in the least destroy its professional character.

4. It is alleged that teaching has little or no professional literature. If this allegation is admitted, does it follow that teaching is not entitled to the rank of a profession? I think not. A profession must exist before there can be a professional literature; the latter, indeed, is but the outgrowth of the former. Destroy the literature of Law and Medicine, and the professions will remain. Hence a purely professional literature is not essential to the existence of a profession. But is it true that teaching has no

\*The fees in the "Tichborne suit" ranged from £6,000, (nearly \$30,000,) down, according to the rank of the lawyer. The fees of those engaged in the Geneva Arbitration, it is said, are £5,000, (nearly \$25,000 each; and Sir Roundell Palmer's fee alone is said to be \$150,000. Sir Wm. Gull, the eminent physician who attended the Prince of Wales in his recent illness, was lately called from London to Cork in Ireland, to visit an officer of the British Army, supposed to be afflicted with the same complaint as that of the Prince, and his fee was \$4,000.