

must act quickly and decisively at many times. Having certain principles to guide him, he must readily apply those principles to the case immediately under consideration and act at once.

Other qualities required by the Teacher might be mentioned, but it is unnecessary. Is it not evident that any individual possessing those already mentioned, has even got a great deal that many had not, who have succeeded pretty well? And if these qualities are necessary, is it not also evident that the individual who is laboring to be a good teacher is laboring to develop that which will afterwards aid him in any profession he might prefer? Business qualities are limited to a certain number of the virtues; success in life does not necessarily involve an amount of talent, or a combination of excellencies, beyond the reach of any ordinary mind. And we doubt very much if there is any profession that so largely develops all those qualities as the very profession that is by many said to be of injurious and retrogressive tendencies.

To the individual anxious for self improvement, the profession affords facilities denied many in other walks of life. Although its labors are exhausting, yet, with ordinary physical vigor, there is much time for general reading, and even hard study. And many who were compelled by circumstances

to enter the profession for a livelihood, were able to advance themselves intellectually, and at the same time earn for themselves a reputation as teachers. We trust that no teacher in Ontario will feel that he is under any disabilities because of the duties which he may be called upon to perform, but that the opportunities which the profession affords will be embraced to fit him, not only for a more faithful discharge of present duty, but for any other occupation which he might feel inclined to undertake.

We would not wish to be understood as giving any encouragement to that desire which sometimes exists among teachers to change their vocation. On the contrary we earnestly hope teaching may become more and more a permanent profession. All recent school legislation has a tendency in this direction, and the higher standard of qualification, the better salaries, and the more elevated professional *status* now enjoyed, in addition to the noble and useful character of the work of teaching itself, should vastly diminish the number of those who forsake it for other professions. We have only aimed to show that teaching, so far from having an incapacitating or debilitating influence, is the best possible course of training both for its own peculiar duties, and the highest success in any other walk in life.