

netic and geometry began to be studied. Abraham, the father of the faithful, after his removal to Canaan, went to sojourn in Egypt, in consequence of famine, and there, as Joseph informs us, he followed the profession of a teacher. Among his descendants a regular line of teachers was established after the giving of the Law. Moses himself was a divinely-appointed teacher, and his fidelity, meekness, and singleness of aim, to benefit his race, is well worthy of imitation by every teacher, lay or clerical. Time would fail to enumerate the great teachers raised up among this heavenly constituted community. Men, whose minds were raised from earth to heaven, who soared by a divine allusion far above the stars, and drank deeply at the fountain of inspiration, and came down filled with wisdom and knowledge which baffled human language to make known, but conveyed in types and shadows, as fit emblems of the sublime ideas which heavened their bosoms.

Neither was the heathen world wanting in great teachers. Thales, Aristotle, Pythagoras, Plato, Euclid, Archimedes, Solon, Socrates and a host of others whose great minds soared far above the surrounding gloom, and caught glimpses of that pure empyrean flame to penetrate the thick darkness which surrounded them; although there was much error with their teaching, we must say peace to their ashes! they answered a great purpose. But, at the head of all teachers, ancient and modern, stands the Prince of Peace—the great Teacher himself—who, by his life, by his example, by his teaching, by his death, by his glorious resurrection, by his triumph over death, hell and the grave, by his ascension, and by his intercession, commenced, and is still carrying on that great work of moral renovation which will yet overturn, *overturn*, overturn every system of error by which mankind are at present enslaved. Every true teacher is a worker together with this mighty teacher, to effect the amelioration of the human race; and no man has a right to assume the responsible position of instructor who does not aim solely to benefit humanity, and who does not feel conscious in his own bosom that he is a heaven-appointed agent to perform a great work. Let a man do anything for a living, yea, let him beg or starve, sooner than be instrumental in blighting, blasting, or stultifying the growing powers of the youth of our land.

It might be interesting to give a brief view of the rise and progress of education, from its being confined to the sons of the great and wealthy, until it became apparent to the ablest statesmen, that, in order to secure a nation's rights and liberties, to maintain and perpetuate freedom, it was necessary that the masses of the people should be educated. But as it would occupy too much time, we propose at once to proceed to our scholastic affairs, and discourse a short time on the teachers of Canada and their duties.

We have already adverted to the fact, that the human race before they could have made any advancement in the arts and sciences must have had instructors. That whatever indivi-

iduals learn comes from without. That the first principles must be taught, and that therefore there must of necessity be instructors. Accordingly, the wise Disposer of events in all ages of the world's history has raised up men to act in that capacity. It is our pride, friends, as well as our glory, that we can boast of one of the best school systems in the world that, through our Chief Superintendent, our school system, with some exceptions, is in every respect adequate to meet the educational wants of a free people. In your hands, fellow teachers, is placed the working of this excellent system; on you rests in a great measure the responsibility of carrying out the wise provisions of the statute relating to our scholastic affairs. Let each one of you, then, go from this place to your own respective school section more thoroughly imbued with the spirit of the teacher. Let the mighty workings of that spirit manifest itself in all your intercourse with parents, guardians and trustees. Let it be your ardent desire to act as those who have a great work to perform—a work which is second to none in the universe.

It is said in holy writ of angels, "And are they not all ministering spirits, sent forth to minister for them who shall be heirs of salvation." And it is also intimated that each little child has one of those happy spirits to guard him. "Take heed," is the language of the great teacher, "that you despise not one of these little ones; for I say unto you that in heaven these angels do always behold the face of my father which is in heaven." Could that curtain which hides the invisible world be drawn aside to afford us a view of the real agents at work in all our schools, what a scene would present itself. The hosts above, with inexpressible anxiety, watching over the little ones committed to your trust, and judging with an unerring certainty the future effects of your precepts and example in the formation of the characters of the little ones under your charge, and perhaps then winging their way to other worlds in infinity of space, there to declare to other happy intelligences either the pernicious effects of your example and teaching, or the glad tidings that little children are being "trained in the way they should go."

They may talk lightly of the office of a teacher who are blind to the awful position he occupies. The ignorant and the hireling may assume this office for mercenary purposes, without thinking what they do. *What they do!* Oh! look down ye heavens, and weep and groan ye earth, our common mother, with unutterable heavings groan, that any of your sons could be so dead to the dictates of humanity as to assume an office where they are instruments in effecting the ruin of their species!

Fellow teachers, let us ponder well the paths of our feet; let us see that our motives be pure; that the spirit of the teacher permeate our very life being; that our single aim is to get good, and do good; that we live for the well-being of our race. To you is applicable the words of the apostle, "Let that

mind be in you which was also in Christ Jesus."

From the time of the good old Patriarch Job, until the present, patience has ranked high among the christian virtues; and no class of individuals need it more than you. You have trials, crosses, and petty annoyances which put to test your strongest resolutions, but "in patience ye must possess your souls, and your patience whatever may be your religious creed, must be christian patience. You must have help from the source of all good, or your failure to accomplish a right purpose will be inevitable. Unless you are a man of prayer, you cannot be faithful to your trust. In all ages, men with whom originated great schemes to bless mankind, were called emulous by a cold hearted and selfish world, because the religious element predominated in them, and was the propelling power which prompted them to effect such mighty deeds. And you, my friends, must be possessed of the same spirit, or the good you would otherwise do will never be accomplished. Your position is certainly not a very enviable one in a worldly point of view. Men of talent at present can do better elsewhere. Your remuneration is small compared with your great work. We only speak of workmen. It is not a very inviting prospect for a man to raise a family on three or four hundred dollars a year. The coldness of something receive from your employer is compared with that warm reception which you are conscious is your merit, often pierces you as a dagger. Frequently the ignorant and selfish look upon you with suspicion, as a man that receives all but who gives no equivalent. Your limits are too short, say they, "a day is not black too many, laboring men have to work much harder than you and receive far less wages. It is unaccountably strange why it is so. The Government is greatly to blame. The Chief Superintendent and Local Superintendents are partly concerned to fleece the poor farmers who have to support the whole box and dice of you. It is all a humbug.

"Our schools are degenerated since the time when Jack Smith, the one armed old pensioner, and Tom Jones, who got drunk every Saturday night and remained so until Monday morning, and Harry McMassee, who was sent to the penitentiary for being a bore, and the old man, Lyb McCarty, who boarded round the region, and others, taught our schools. Why, education was then cheap. Those who had children paid the teacher if they had a mind to, and the school got so much Government money as was satisfied. But now, Oh dear! every man has to pay a set of teachers who take up their money; even if a man has a son he is obliged to pay school fees. What a country is this! What are we going to do? I wish myself for once in the place." Such men do not care for the tax with that which is used to support the schools; neither do they care for the penitentiary statistics, or the time it is proportion to the number of children who are not aware that school has set out for the purpose