

the happiness of our homes and the prosperity of our country, and every means should be employed to elevate both. The power of the Teacher is unquestionable—to bless or blight the rising race, and therefore his place should be well understood and thoroughly sustained. His vocation should be regarded as a distinct and distinguished profession, before entering which he should receive the requisite culture and training. The schoolmaster of the past, is antiquated and out of place to-day. New methods both of management and instruction have now been introduced, and further progress is still to be made. The ancient oracle, that many should run to and fro and knowledge be increased, now receives a striking fulfilment and a wide illustration. Almost every department of knowledge, in the heavens above, in the earth beneath, or in the waters under the earth, in the realms of matter or of mind; is now in some degree subjected to research, and brought within the compass of ordinary instruction. On every hand we hear of inventions to lessen toil—increase comfort, or multiply the means of enjoyment. Mechanical contrivances can now do almost everything but think. These may be seen in the mine and the manufactory, ploughing the deep and plying over the plain, busy in the workshop and printing in the printing office, toiling in the kitchen and waiting in the parlor—and is it to be wondered at that they seek admission into the schoolhouse too. Much, very much has been done during the last twenty years, by the use of various means and agencies, to render the work of mental culture more easy and more thorough, and to raise the status and increase the usefulness of the teacher—and prominent among these means are Normal Schools and Teacher's Conventions, which are extemporised schools for training and instructing the Teacher. These Conventions are held all over the Province, and representatives of not a few of them are here to-day. The importance and value of a good education for all, is generally acknowledged, although there are here and there to be found a few men, fossils of the past, who question its utility to the laboring poor. Our Common Schools are, however, generally approved and well sustained. After some remarks on the necessary qualifications of a good teacher, and the attainments requisite for the duties of his office, the speaker insisted strongly on the indispensable importance of a lofty moral and sincerely religious character, an earnest, enthusiastic and useful spirit. The wisdom of the past and the skill of the present might be combined, to impart a knowledge of science or a love of literature, and yet if we failed to cultivate reverence for God—for His Word, His ordinances, and His laws, and to inspire a noble emulation to imitate all that is noble, generous, manly and saintly, in human character, our labors might prove worse than in vain. For the accomplishment of this we must look to the spirit and character of our teacher. The teacher gives tone to the school, and oft a lasting impetus to the character of his pupils. We need a class of well-educated, thoroughly trained, earnestly devoted, almost divinely inspired teachers—gentle, generous, tender, kindly, loving-hearted men and women.

He proceeded further to say, that teaching was an art, and ought to be regarded in the light of a profession. It is not a work which any man, whatever be his natural endowments or perverse habits or labors, may take upon himself fitly to perform, though from the practice of many, this would seem to be their sentiments on the subject. The idea that a man who happened to know a thing was, therefore, qualified to teach it, was really preposterous, and could be readily confuted by a thousand facts—men of vast erudition, skilled in sciences, or learned in