

is the sign hung out by pride, conceit, emptiness; slovenliness, indicates coarseness impoliteness, vulgarity. Both degrade a man in the eyes of sensible people, and fail to command respect, especially from children. Were I to describe a teacher's dress, I would say it ought to be of good material, neat, clean, and plain. Such a dress is always a good letter of introduction. The man is greatly mistaken who thinks that rank, station, strength of mind or great attainments will ever excuse vulgarity, rudeness, dirt. The teacher is responsible for his own improvement. Many of our teachers think when they passed their examinations, and obtained a license to teach, that all further effort to improve themselves is unnecessary. This a very great mistake. The teacher who feels aright on this subject, will be far from being satisfied with present attainments. If he wishes to keep up a lively interest in his work, he will do two things: he will be continually revising what he has already attained, and he will earnestly and vigorously seek to widen his field, and add new stores to his present possessions. To this end he will avail himself of every opportunity, every facility, within his reach; the teachers' meeting, the Teachers' Institute, books on Education, visiting the schools of others, &c.; all his studies, all his reading, will be taxed to contribute their quota to make him a wiser, stronger and better teacher.

I might go on to enumerate other responsibilities of the teacher, but I purposed that my paper should be short; I will therefore leave you to think out the others for yourselves.

But there is another point on which I beg to say a few words.

It has long been a settled conviction in my mind that the younger the pupils the greater is the responsibility of the teacher. It is, in my humble opinion, a most absurd and fatal error to suppose that any sort of a person is good enough to take charge of

young children. Yet people in general have fallen into this very error. Our Boards of Trustees act on the principle that the younger the children the worse may be the teacher. But the very reverse of this is the truth. To manage young children properly is work demanding a combination of endowments possessed by very few. The farmer shows more wisdom in training his colts than he does in training his children. If he has a colt to break and wishes him to become a true and useful animal he knows that everything depends on the manner in which he is at first handled; and accordingly puts him into the hands of the most experienced horseman. But if he has children to break he gives himself little or no trouble about the qualifications of the breaker providing he will do it cheap enough. I hesitate not to say that this absurd and miserable system is the cause of many and great evils—evils which I have not time to specify, or for which to suggest a remedy; but I do trust our leading educationists will have their eye upon it, and as far as possible show their unqualified disapprobation.

One word more. Let us be up and doing. We are conscious of being engaged in a great and noble work, honorable and useful, a work deserving all the learning, all the intellect, all the moral worth we can bring to bear upon it—a work meriting the energies and the talents of the most gifted and the most accomplished. Let us then make conscience of doing this work. Conscience is the great fly-wheel of the human soul, giving steadiness and regularity to its every motion. All other motives fail to keep us steadily, patiently, energetically to our duty. Conscience can do this. Conscience never fails. It can be cultivated till it calls up every susceptibility, every faculty of the soul, into constant and vigorous action. Let us but fix the impression that we are responsible to God for all we do, and our power for good will be neither small nor unfelt. Up then to the work. Let us be faithful, and in due time we shall reap our reward.