

would achieve reform we *must* begin as I have indicated with first lesson, and jealously watch the inflection, accent or emphasis and articulation, as carefully as the only part we do watch, the pronunciation.

In addition to the practice I have suggested, I would also recommend the teacher to instruct his class to read a series of words

with one inflection, and then vary the exercise by using the opposite inflection; of course, without reference to the sense of the subject, but simply to acquire skill in execution and acuteness of ear.

Let the teacher not despise this elementary practice. It is indispensable to final success in reading as a fine art.

## THE MUTUAL CLAIMS AND DUTIES OF THE EDUCATOR AND THE EDUCATED.

SUBSTANCE OF AN ADDRESS DELIVERED TO AN ASSOCIATION OF TEACHERS.—BY THE  
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To say that this is an age of progress, is but to repeat the common observation of every school boy's composition. To trace the secret of this world-wide progress, in science, in literature, in social comfort and national virtue, is a different and more perplexing question, and capable of very different answers, according to the stand point of the critic. Met as fellow laborers in the great work of National Education, and as such entitled to magnify our office to the fullest extent, it may not be altogether unprofitable, if for a few moments we turn our attention to this important subject. The few cursory thoughts that suggest themselves to our mind, may all be embraced under the general title of the *mutual claims and duties of the Educator and the Educated*; or the duties the teacher owes, and the *claims* he has upon society. To attempt to urge the necessity or value of Education at this period of the world's history, would be simply waste.—As well might we argue the necessity of food for the body, as knowledge for the mind. Even the Church of Rome, which for years has promulgated the dogma that "*ignorance is the mother of devotion*," has been forced to some extent by her practice to falsify her theory. Most heartily do we subscribe to the remarks of

that glorious old reformer, Martin Luther, when he says, "I am convinced that next to preaching, teaching is the most useful and greatly the best labor, in all the world, and in fact I am sometimes in doubt which position is the most honorable, for you cannot teach an old dog new tricks, and it is hard to reform old sinners; but this is what by preaching we undertake to do, and our labor is often spent in vain." I am addressing for the most part, those who from a consciousness of the value of education to *the individual and the nation*, have chosen that arduous profession, not simply as a means of support, or as a more temporary occupation, but who regard it as important enough to engage the consecration of a life time; who aspire not simply after possessing the *ordinary qualifications*, considered sufficient to obtain a first and second class certificate, but who are determined by earnest mental application, to keep abreast of the demands of the age. There are, I need scarcely say, special reasons why the Teachers of Canada should not only maintain an honorable standing with their compeers in the mother country, but if possible aim at a higher standard of scholarship and educational power. We are a young nation—the vast resources of the