

his scholars, adopt as far as possible such a mode of dealing with them individually, as shall secure the best interests of each and of all. He will guard against that tendency to moroseness of temper and querulousness of tone, which may be excused as the result of over anxiety, confinement to the class-room, occasional annoyance from misbehaviour of scholars or disappointment at their tardy progress, but which will if indulged defeat his objects, and occasion those evils which he deprecates.

A master has his scholars under his influence, for so large a portion of their time; and at that critical period of life, when they are most susceptible of impression that it behoves him in all excellence to be himself a pattern. Their eyes are upon him, marking the expression of his features, his every gesture, his attitudes, his personal appearance. Their eyes catch and discriminate every accent, they do not simply criticize—that would be a comparatively trifling matter—their habits, feelings and characters, are becoming surely though imperceptibly moulded; their minds and hearts will bear the impress of the pattern he sets before them. What manner of man then ought he to be? in punctuality, in neatness, in orderly and methodical disposition of time and things, in language and expression, in look and demeanor, in gentleness, in self-control, in a word, in all that is correct and honorable, in all that is lovely and true, the master should aim to be a true type and model.

The teacher who, actuated by a due sense of the important bearing which his relationship to his pupils may have upon all their subsequent life, endeavours to his best ability to fulfil the responsible duties devolving on him, will generally find that reward, to which I have endeavoured to direct attention—success in the task of instruction, the affection of his pupils, and the approval of the public. Beyond this, however, there is a reward of which teachers should never be unmindful. They, indeed all men, are entrusted with talents for the employment of which they will be called to render an account. Happy are those who shall hereafter be greeted with the great Master's commendation, "Well done good and faithful servant."

I rejoice, Mr. President, that there are so many teachers in this Province, whose sentiments, and whose practice are in harmony with the views just expressed—that there are gentlemen and ladies, to whom teaching is a labour of love, who are happy when surrounded by their scholars, and proud of the profession to which they belong. May the number of such teachers increase! may the system of education, which fosters them long continue to be, as it is, the pride and boon of this favoured land.