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THE TEACHER'S RELATION TO THE STATE.

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THE preacher frequently takes a text and proceeds to build upon it a moral and religious edifice far too vast and wide spread for its narrow foundation ; to speak plainly the text is only an excuse for an introduction to a sermon which may mean anything or nothing. This bad example, I am much afraid, I am going to copy in an inverse fashion ; for my subject, as stated on the programme, does not convey any very definite idea of what I may discuss before I get through with this paper. The teacher's relation to the state is a very wide and comprehensive subject, and would require a volume for its discussion. Besides, the subject matter is rather trite, and therefore, on many grounds, a general and abstract discussion should be avoided.

There are, however, some special relations which the teacher bears to the state, which should be candidly and seriously considered, and which have forced themselves upon my mind. It is some of these that I propose to discuss briefly, and I trust frankly.

I well recollect, when a mere lad, reading and hearing much about the

value and importance of education as a moral agent, as an agent which would make bad men good, and bad citizens patriots. At that time free schools were beginning to be introduced through the efforts of Dr. Ryerson, and considerable opposition was aroused against the innovation. Step by step the ground for free education was won, and how was it won? Largely through the argument that education freely offered and generally accepted would make our community moral, and our citizens intelligent and honest, pure and patriotic. We, it was said, form a democratic community, where the many not the few must rule, and therefore we must "educate our masters." So, full of zeal and hope, the school-master was sent abroad throughout the land ; new school-buildings were erected, and old ones improved ; compulsory education was made part of the law of the land, that is, it was put in print, in a Blue book ; School Regulations were multiplied ; teachers' examinations were made more severe ; model and normal schools established ; our zeal finally putting the cope stone on our educational edifice by placing at the head of our educational affairs