

education of the whole man, and for the recognition of the work of the teacher in aiming at that lofty ideal. A man has two natures—the nature that toiled and the nature that, properly developed, entitled him to sit down with such high company as Shakespeare. He poured high scorn upon that estimate of education which valued it in proportion as it enabled a man to earn money. Education had nothing to do with fitting a man to earn money: it had to do with his uplifting. The employer said that the educational standard was too high—that men now turned their backs upon the farm and the factory, and considered labor degrading. Formerly a trade gave employment to body and mind; now there was but little art in the artisan: machinery did the work. If a man spent four years and \$2,000 in educating himself, and then went back to his farm, in the estimation of some all that was dead loss. No matter that his mind had been enriched, that the whole man had been raised—where is the return in money? If a man were worth no more than his wages, what better would he be than the brute? A man was worth more than his hire, to himself and to society, and education was worth more than dress, or position, or a balance at the bank. Coming down to the present aspect of affairs, Dr. Harper asked, where was the press, where were the legislators, where were the public men, that they did not come to the rescue of the teachers, who were so miserably underpaid? True, Mr. Mercier was the friend of education: he was the father of the free night school; and on this platform he had said that the teachers should be better paid. Where were the parents who wanted the best education for their children? What amount of *tone* could they expect on twelve dollars a month? (Laughter.) To the teachers themselves he said it was a fallacy to think that the passing a good examination made a teacher. Something more was wanted—that electric spark which could be communicated to the pupil, and the influence of which would be a constant stimulus. ‘Know to know more,’ was Dr. Harper’s final advice.”

A discussion thereafter took place on the Pension Act, led by Mr. Gilman, who claimed that it existed chiefly for the benefit of teachers of high salaries. Though declaring himself opposed to the principle of the Pension Act, he introduced the following motion as a proposed amendment to the Act—namely, that the elementary teachers pay one per cent. and all the rest two per cent. to the fund, and that if there be a deficit, the elementary teachers pay two and all the others four per cent.