

chisel of the sculptor to fashion\* it a Grace or a Fury, a Demosthenes or a Margites, a Milton or a merry Andrew. For there are natural diversities; Ovid could never be tutored into anything but a poet; Alexander was born for conquest. You cannot polish a lump of clay. The Teacher is not always chargeable with the faults or defects, mental or moral, of his pupils. Nevertheless, the only reliable anticipation and prospect of full and healthy development in mature years depend upon the instruction and discipline of the infant and the boy. Is there any employment comparable in its importance, to that of fitting the rising generation for the spheres they are to occupy, the duties they are to discharge, the responsibilities they are to sustain in vigorous manhood and declining years? Where would be the poets, orators, statesmen, jurists, but for the patient labors of the Teacher? The skill of man does not create the brilliant diamond, but does most certainly display its lustre. Human science does not compound the constituent elements of the precious metal, it does however, separate it from the masses of worthless substance in which it lies embedded, and hidden. Many a diamond, much fine gold have from nooks and crannies of human society, been by the teacher's skill and energy brought forth and made to dazzle, to enrich, and to afford delight. "Full many a flower is born to blush unseen and waste its fragrance on the desert air." So sang the Poet, but happily few flowers of humanity remain unseen, or waste their fragrance in our favoured land.

The blessings of education are dispensed on so liberal a scale—teachers with the necessary tutorial machinery and appliances are, under the admirable system of Public Instruction so numerous, that rare indeed must be the instance of infant genius overlaid by the rubbish of ignorance. All honor to the system! all honor to the wisdom that planned it, to the skill and energy that introduced, fostered and defended it, and by which it is successfully administered!

The various Educational Institutions of our country afford the stepping stones, the successive rounds of the ladder, by means of which, ascent may be gradually and with facility effected from the infant class-room to the highest pinnacle of learning in the Halls of our Universities. The state of our country educationally, presents a fine sphere for teachers of capacity. School-houses are provided, school requisites are furnished, salaries are guaranteed, Teacher's rights are maintained by legal enactments; and thus they are relieved from anxieties respecting income, the collection of debts for school dues, threats of the removal of children from attendance and other petty annoyances and vexatious trifles which interfere with the independence of the teacher, hamper and embarrass him, and necessarily divert his attention from his legitimate work. He has the satisfaction of feeling that his position is that of employment in the public service and not a matter of speculation.

In view of these favourable circumstances, it is but fair that the public should expect from teachers evidences of requisite prepara-