

the right track, do not judge him by his past failure, but by his present success. We should be both unwise and wicked were we, in cases of this kind, to disregard that Providence, which is constantly over-ruling, and directing the affairs of men, specially of those who seek Divine guidance. Many a time a man's way is hedged up before him till he turns into the path of duty. Happy is it for us if at the outset of our career, we place ourselves meekly and confidently at the disposal of Him, whose we are; whom it is incumbent on us to serve.

Very slight is the danger of overestimating the duties and responsibilities of the teacher. Who can adequately set forth the advantages of a civilized condition over barbarism, or of an educated over an untutored mind? who will estimate the value of those means by which such a change is effected? It may be urged that too much is here claimed for the teacher—that a large proportion of education is given by parents, and that much is acquired from books, and from observation. True, yet few parents do more than assist the teacher, or supplement his labours. Dispense with professed teachers for a while, and what will be the consequence? general ignorance or self tuition. Self educated men are rare—that for various reasons. Without external stimulus and aid, education is not often begun till many precious years have passed away. The youthful mind is not naturally studious; the period of reflection, of decision, of fixedness of purpose, must usually preceale the incipient stage of self-culture; leisure, an iron constitution, an indomitable will, are required to overcome the obstacles, which in later years, present themselves before the aspirant to literary attainments, before him who in a diminished space of time, would reach the goal, towards which others have been pressing through successive years. Only the few can unassisted gain accuracy in the various departments of learning. The living voice is confessedly the best medium of instruction. This being the case, surely that class of society, whose avowed and recognized purpose is to apply their energies, and spend their strength in informing, developing, and training the young mind, must sustain a relationship to their fellow beings, such as will most materially affect their highest welfare:

That this is really the case, further appears from a consideration of the class of society with which Teachers have principally to do. They are the *young*, whose minds are plastic, whose characters may be moulded, whose memories may be stored with treasures or encumbered with trash, whose entire future may be marred or benefitted by those to whose charge their tender years are entrusted.

This period of life, is most keenly susceptible of good or evil—most affected by culture or neglect. I do not indeed, conceive that the youthful mind and heart may strictly be represented by a clear sheet of paper, on which one may inscribe characters according to his fancy, or by a block of marble which awaits but the