

cutes it with such views, may cheer himself that his work, whether rightly appreciated now or not, will endure, and prove his crown in a future day. The work of the most famous sculptor; or the most celebrated painter, though styled immortal, soon perish, they endure not for age, but the work of the wise and skillful teacher lives, and can never be forgot—enduring as the mind, he has awakened to the thought, or the soul, he has inspired with lofty sentiment or noble aspirations.

The undue facility of access to the Common Schools in this and in other countries, has been fatal to their highest success. Other professions are in some degree protected from the touch of the unhalloved and the blight of inefficiency, by certain restrictions and requirements of time, training or expense. The minister has many years of plodding study to fit him for the duties of his high office; the lawyer has a long course of particularly dry and severe reading, as well as the irksome drudgery of office duty to perform, ere he can wear the insignia of his profession.—The physician, too, has a definite course to fill before he is permitted to practice; but until lately almost every man fancied that however unfit for other duties, or unsuccessful in them at least, he could teach school. The discharged clerk—the disbanded soldier—the disappointed speculator—the unfortunate bankrupt—the unskilled mechanic, or the lazy laborer, each sought a rest or a refuge—a make-shift or a stepping stone in the school-house. Surely the school-room is no place for such—it is no case of a lullance. The readiness with which men have been admitted to the work, and the low remuneration often offered for it, has been a great hindrance to improvement and success, and when teachers complain of a high standard and hard examinations, they know not what they do.—They are working against their own interests. Just as the standard of excellence among the teachers is raised, will the profession rise—and their position and salary too.

The power of the teacher is great, his influence is wide, various and far-reaching. He sustains varied relations, each of them important. His relation to the parents is interesting; it is a very serious thing for a parent to take his child which has hitherto been surrounded with the atmosphere of home affection and parental watchfulness, and place him under the influence of a stranger; ought not the parent to be careful about committing such a trust to one who must henceforth be a co-worker with him.

The importance of his relation to the pupil cannot be overestimated; to the child the teacher should not only be a master or instructor, but in some sense a father, in his counsels, administrations, or chastisements.—His relation to the State is also deeply significant, and leads to important results—in the future patriotic law-abiding citizen or the reverse. Nor can any teacher overlook his relations to God—here his responsibility is very great. After a lengthened illustration and enforcement of the relations and responsibilities of the teacher, the speaker suggested various topics of special encouragement to faithfulness, devotion, and diligence in the work, making special reference to the place they would receive in the affection and memories of the grateful pupils. He next gave a number of valuable practical suggestions as to the practice of teaching, and the order in which different branches of study should be introduced, in order to the proper and symmetrical culture of the mind of the pupil. He spoke warmly in favor of our national system of Common Schools, and deprecated all attempts to establish separate or sectarian schools.

He congratulated the Association on their past success, and expressed the hope that the present session might prove alike pleasant and profitable.