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The Teachers' Conference at Geneva.

On the first morning of the Conference the teachers present, to the number of nearly fifteen hundred, formed themselves into a long procession, and marched through the principal thoroughfares of Geneva, preceded by a band and the federal flag. The first question proposed was the following "What are the duties of the teacher towards society, and what are the duties of society towards the teacher?" This gave rise to a debate, which resulted in the presentation of eleven reports from the various sections. These reports have been condensed and combined by Professor Verchère into one general report containing the following conclusions:—

1. The business of the primary teacher is to give to the young an education and instruction calculated to form them into moral and enlightened men.
2. He ought, therefore, to possess certain qualifications—physical, moral, and intellectual.
3. Amongst his physical qualifications, an essential one should be a good state of health, which should be maintained by a wise *hygiene*.
4. With reference to his moral qualities, the school-master's character should in all respects be such as to obtain for him the confidence of families, the affection of

children, and the respect of the public. Elevated piety, exemplary morality, devotion to duty, a serious view of his mission, sincere attachment to children, a spirit of good will and conciliation in his social relations, ardent sympathy—marked by disinterestedness and modesty—with everything that may contribute to the welfare of the people: complete dignity of bearing, of manner, and of language,—these are the traits, which, taken together, should represent the moral character of the schoolmaster.

5. As to his intellectual qualifications, the public has a right to demand from him a substantial and varied fund of knowledge acquired by previous instruction, and maintained and extended during his whole career. An enemy to mere immoveable routine, he should welcome the progress realised by others, he should essay new methods of instruction, and search out for himself improved plans of procedure, remembering that a fundamental qualification of the teacher is to know how to reach the heart and intelligence of his pupils.

6. In school he should direct his attention, not only to instructing the young in various branches of knowledge, but also to inculcating sentiments of piety and virtue, love of work, and devotion to their mother country.

7. Out of school also there are different ways in which he should be actively employed. He should keep up friendly relations with the parents of his pupils, in order to secure their concurrence and support; he should aid with counsel and sympathy adolescent youth; he should enlighten the surrounding population to the best of his ability; and should lend his support to all useful undertakings that have for their aim the general good. He should also place himself in perfect accord with the authorities, political, scholastic, and religious.

In return for all this society is under numerous obligations to the teacher.

1. Children are bound to be respectful, obedient and affectionate towards him. The best mode of testifying their recognition of this duty is to carry out in practice the instructions that he may give them.

2. The co-operation of the family is indispensable to render fruitful the work of the school; and it is necessary that parents should themselves set an example of respect, confidence, and kindness, towards the educators of their children.