

of the character and the forming the minds of their children, only shews thereby a proper sense of its responsibilities.

Canada is a Christian land. The parents of the rising generation desire no godless education for their children; and will gratefully recognize the services of the teacher, who, animated by a sense of the high trust confided to him, is ever ready, on the daily occasions which offer, to drop the wise and seasonable word. Speaking, as I now am, to teachers, I need not remind you of the art of instilling information. The gentle admonition, the tender, loving rebuke, the word in season, will do more to form the future man than all the formal, dogmatic routine of enforced lessons. A boy is reported to have responded to his Sunday school teacher's question: "What is persecution for righteousness' sake?" with the answer: "Being drove to school, and being drove to church!"

Not in formal routine, nor by enforced coercion, were God's statutes to be instilled into the youthful mind. "They shall be in thine heart," is the first requirement; "and thou shalt teach them diligently unto thy children; and shalt talk of them when thou sittest in thine house, and when thou walkest by the way," etc. And cannot you, in like informal, yet genial fashion, drop here and there the good seed as you go the round of daily scholastic toil? No one will object to your teaching courtesy, good manners, making your boys gentlemen. But the Christian is the true gentleman. The whole essential essence of true gentlemanly conduct lies in the golden rule to prefer another to yourself; and beyond this, in the example of Him who "came not to be ministered unto, but to minister, and to give His life a ransom for many." I address you as fellow-teachers, and would urge upon you that we cannot place too

high a standard before ourselves, or over-estimate the influence of our office as the instructors of the rising generation. To the teacher who recognizes in his daily work nothing beyond the impressing on the minds of his pupils correct orthography and syntax, accuracy in numbers, a facility in languages, and a mastery of Euclid, the return of the same routine, from year to year, can scarcely fail to become a wearisome task-work; and if so, then success, in any very high sense, is beyond his reach. A teacher, as you well know, if he is to succeed, must have his heart in his work; must feel it, however laborious, to be a pleasant duty. But if he realize fully the unquestionable truth that he has to a large extent the fashioning of these youthful minds, not merely in intellectual culture, but in moral worth, in purity of thought, in truthfulness, in manly sincerity—in all that makes the good citizen, he will then feel encouraged through many a weary hour, even as the husbandman who in the early seed-time is gladdened with the hopes of a rich harvest in store for him. The gentle poetess, Mrs. Hemans, in her visit to a girls' school, as she looks on—

"Childhood's lip and cheek
Mantling beneath the earnest brow of
thought,
Sees there what earth must nurture for the
sky,
What death must fashion for eternity."

In all the fashioning for a higher life, both here and hereafter, the teacher inevitably bears some part. It rests with himself how great and how beneficial a part he takes in giving a healthful bias to the eager, impressible minds left from day to day in his care, like clay in the hands of the potter, to fashion into vessels of honour or dishonour.

Trinity College, Dublin, is now adorned with a fine statue of Goldsmith; but had schools and colleges