

The lecturer then proceeded to draw a comparison between this country and our neighbors to the South. He had, during the last two or three years, rambled from Maine to Missouri, from Massachusetts to Mexico, and thought that we were in advance of rather than behind the most favored States, speaking generally. In some particulars we were behind. Their school-houses are more architectural, and their teachers more showy. Our course of study excels theirs, and our school teachers excel in scholastic attainments. We are also ahead in all that pertains to inspection. The unhappy connection that exists in the United States between education and politics saps the springs of efficiency. Speaking of Associations, we are behind in attendance at teachers' meetings. He advised more regular attendance, as the contact of mind with mind there obtained, cannot but have a beneficial influence. If teachers are ignorant of the duties incident to their trust, if they are superficial, if they are unskillful, the fountain is poisoned at its source. Teachers are responsible for the intellectual growth of the pupils entrusted to their care. For the moral and physical growth, parents and teachers are jointly responsible. Instead of endeavoring to awaken the mind—to foster originality—to unfold systematically the various faculties of the pupil, we find some teachers systematically murdering the intellect of their pupils. Better make them lean giants than fat dwarfs. A traveller in Connecticut met a long, lank, cadaverous-looking native of that State, and upon asking him how they raised crops where there was so little soil, received the following reply: "We don't need to; we just build schoolhouses and raise men." Teachers are partly responsible for the physical development. They should never commit the irretrievable blunder of urging the mere precocious youths onward, till, by over-mental excitement, the pupil is hurried to a premature grave. He drew a touching picture of an only too apt pupil having the silver cord loosed, the golden bowl broken, the dust returned to the earth and the spirit to its Maker, by the injudicious urging of an untrained teacher. As to moral training, it was unnecessary to teach denominationalism. We can, by both precept and example, inculcate the main principles of morality. In the play-

ground numerous opportunities occur of teachers' magnanimity, truthfulness, never to compromise right to wrong, to sacrifice desire to duty, and passion to principle. He is also responsible for the æsthetic education of the youth of the land. We show our shoddiness and lack of refinement in a thousand different ways. He described a good many of the school-houses in this country as being hideous, oblong boxes, out at the elbows, as elegant and beautiful in their interior as they were ornamental in their exterior. They were to a great extent a libel on the tastes of the people. In appearance they did not come up to a first class stable, and a horse, especially if he be blood, would needs hesitate and grumble before entering many of them. And yet for this state of things the teachers were to a great extent blamable. He could on this point bring to bear a healthy public opinion, if only by reason of his many importunities. Let the teacher teach his pupils to observe the graces of form and adornment in the insect world, to notice the glorious sunrise and sunset, the electrical flash, the swallow weaving poetry as it sails; these and a thousand other ways has he of showing how near the beautiful is to the good. He closed one of the most earnest, eloquent and instructive addresses it has ever been our lot to hear, by briefly alluding to the difficulties and rewards incident to a teacher's life. God never willed that his rational creatures should live upon sugar and honey. It is very often pleasure that drags us down, and the rugged ways of life that make us men. Trials are a kind of moral ballast. When we have not much to bear, we can scarcely bear ourselves. The teacher does not receive a fair monetary consideration for what he performs; what wonder that many of our best men are confessedly and professedly throwing down the book. With respect to the applause of our fellows, we can live without it, we can not win it in the teaching profession, but that does not prevent us from winning respect. Enlightened public opinion often swings around slowly, but none the less surely. The teacher that sows in faith, though in weariness, may not see the harvest, but it is sure to follow. Its home is in Heaven.