

common retail shop; every young farmer who obtains in the winter a short vacation from the toils of summer,—in short, every young person who is conscious of his imbecility in other business, esteems himself fully competent to train the ignorance and weakness of infancy into all the virtue, power and wisdom of maturer years,—to form a creature, the frailest and feeblest that heaven has made, into the intelligent and fearless sovereign of the whole animal creation, the interpreter and adorer and almost the representative of Divinity !”

Many there are who enter upon the important employment of teaching a common school as a secondary object. Perhaps they are students themselves in some higher institution, and resort to this as a temporary expedient for paying their board, while their chief object is, to pursue their own studies and thus keep pace with their classes. Some make it a stepping stone to something beyond, and, in their estimation, higher in the scale of respectability, treating the employment, while in it, as irksome in the extreme, and never manifesting so much delight as when the hour arrives for the dismissal of their schools. Such have not the true spirit of the teacher; and if their labors are not entirely unprofitable, it only proves that children are sometimes

submitted to imminent danger, but are still unaccountably preserved by the hand of Providence.

The teacher should go to his duty full of his work. He should be impressed with its overwhelming importance. He should feel that his mistakes, though they may not speedily ruin him, may permanently injure his pupils. Nor is it enough that he shall say, “I did it ignorantly.” He has assumed to fill a place where ignorance itself is sin; and where indifference to the well-being of others is equivalent to willful homicide. He might as innocently assume to be the physician, and, without knowing its effects, prescribe arsenic for the colic. Ignorance is not in such cases a valid excuse, because the assumption of the place implies a pretention to the requisite skill. Let the teacher, then, well consider what manner of spirit he is of. Let him come to his work only when he has carefully pondered its nature and its responsibilities, and after he has devoted his best powers to a thorough preparation of himself, for its high duties. Above all, let him be sure that his motives on entering the school room are such as will be acceptable in the sight of God, when viewed by the light beaming out from his throne.

## COMPOSITION IN OUR SCHOOLS.

BY CON. O’GORMAN, WHITE LAKE.

The subject of composition has been, and is still, occupying the minds of many of our fellow-teachers. “Writing makes an exact man,” amounts almost to a proverb; therefore, the earlier in the life of a pupil it can be commenced the better. The world wants ready and exact men, those who can, by means of their clear intellects, arrive at correct conclusions, and be able, with their pen, to snatch from the mind’s chaos,

the thoughts which meteor-like flash through them.

Learning to write is only a mechanical means for the accomplishment of a great and important end. Once the difficulty of forming, with facility, the various characters is mastered, use should be made of the attainment in something more than the laborious imitation of the tradition of copper-plate of the copy-book, or the trans-