

school teachers in them, supported by a general tax, lessen a country's expenses in addition to the moral benefits which they dispense. And that heaven-appointed teachers (and no other should be) are the vital element in every civilized community. Men might as well think to expel, if in their power, the heart from their own physical system, and expect the other bodily organs to perform their respective functions, as a nation to exist and prosper without active energetic teachers.

Much has been done within the last ten years towards compensating the teacher for his services to the community. We do not forget when fifty pounds a year was the maximum salary of our most efficient teachers, and that now their wages ranges from 300 to 500 dollars per annum; but we also do not forget that society has improved, and that first class common school teachers 20 or 25 years ago (many of them at least) could get no class now. The present salaries of teachers have not so much increased as the talents and acquirements of our existing staff of instructors exceed the men of twenty years since. But still we have to lament that many of our school teachers fall far short of that knowledge, taste, and aptitude to teach, which gives efficiency to the labors of the school room. Some of our young men can say that the school room is their sphere of action; that they are happy in the discharge of their duties there. But the future rises before them as a present reality, and they think in one sense of laying up a good foundation against the time to come, when they will prove by experience the matrimonial paradox that two are one; and they begin to see that unless they live ascetics for the kingdom of heaven's sake, there is no prospect of worldly comfort in the home of a school teacher, with perhaps half a dozen of half starved and half naked children around him to soothe his already fevered brain. Of all the trials through which a teacher has to pass, this becomes the most painful. He is compelled to abandon the position for which he knows he is naturally fitted, and in the working of which he is happy, and engage in a situation where he has to serve as a hireling for the purpose of providing a comfortable home.

It is strange that in the arrangements of society the man who is the most useful is frequently the least rewarded, and often compelled to forsake an employment for which he is best adapted, and enter into one which, although it elevates him in a worldly sense, he has no inclination further than subverts his pecuniary interests. Does society escape, do you think, in thus reversing the laws of nature? Nay, verily, she receives her reward. To all the offices of the men whom nature intended should be there enters a set of lazy, lounging, dreamy, sleepy sort of beings, who have got neither education nor energy to work, and to beg they are ashamed, but who will for the sake of ease offer themselves for what they are pleased to call a moderate salary; and shameful as it may be, trustees often grasp at them; and glory they can get their schools kept so cheap. Yes, kept, remember,

but not taught. And the consequences are, in some instances, our children are growing up in worse than ignorance; for in addition to bad instructions, they have the habits of idleness imbibed from worthless teachers. But we must hope on, and hope on ever, and our hope, and that of our country, is in many of you present, and those of your fellow teachers in other parts of this growing Province, who have in you the right metal, to show by your acts and your superior method of teaching, that a good teacher is the cheapest under all circumstances.

The time will come, as come it must, when men will be as careful to employ individuals to teach their children as they now are in selecting men to train their horses and oxen, or in working on their farms. Let us show the people that it is more against their interests to hire worthless teachers than worthless laborers; that, in the first case, the present and eternal well-being of their children is at stake, besides loss of time and money; but in the latter they only lose a few dollars; and we will soon have our teachers raised above want. With you, then, in a great measure rests the elevation of your own profession; you must be diligent, faithful, and energetic in your school rooms. There is no earthly use in teachers' crying out about the indifference of parents if they are indifferent to their own duties. Such men usually reap their reward in losing the confidence of their employers and their schools. But look at the earnest teacher. He is instant in season and out of season. Meet him in the morning going to the scene of his labors, and you know the man by the firmness of his tread. Surcharged as he is with the right kind of influence and energy, every little child in his way is sure to receive benefit from this living galvanic battery, and when he enters the school room the vast amount of power which is seen in his looks and actions instinctively lead children to think that this is not the place for idlers.

This man is emphatically a moral assessor, as he has any amount of persuasion, both in words and actions. Does he ever look for a school? No; the schools look for him. Had he twenty heads, he could have twenty schools to be head of; his works always go before him; his name is known far and near. Did not prudence forbid, I could give some living examples now before me. If every teacher was possessed of this spirit—and have it he should, or abandon a calling in which he is injurious—what a speedy reformation there would be in our school affairs! Teachers would be sustained; their wants would be provided for; they would be respected, and the youth of our country trained up to discharge the important duties which are always in connection with free institutions. Thoroughness is the motto of every right-minded teacher. He does not look so much to the amount of work done, as to how it is done. Every subject is thoroughly mastered before bringing it. He firms in his pupils the habits of self-reliance and self-education as much as possible. That man has done much for his scholars who has taught them habits of close,

accurate thinking. The man who has got no tact for teaching does great injury to the self-reliance of the young. He allows them only to proceed with their recitations as parrots; his mode of questioning tends to it. For example, he asks his class, perhaps, 'Who introduced letters into Greece?' The class silent. 'Cadmus, was it not?' answers the teacher. 'Yes, sir,' respond the children. 'From which of Noah's sons were the Israelites descended?' The class silent. 'Shem, was it not?' says the teacher. 'Yes, sir,' answers the class; and in this way he proceeds perhaps for years, ever making great pretences, but never doing much only in his own estimation.

The faithful teacher is exemplary; in fact he aims at being a model man. He knows, children are great imitators; that example is almost every thing to them; that it is useless for him to give precepts unless there is an embodiment of them in his own life. Hence everything which is inimical to good taste and good breeding is carefully avoided by him. He teaches his pupils to pay honor to whom honor is due; to respect their parents, the aged and infirm. He checks that precocious pertness and effrontery which is the sin of the youth of our country. In doing so he brings the power of example to bear upon them as well as precept. Out of our excellent reading books he brings before his scholars, time after time, the characters of Abraham, Joseph, Moses, Josiah, Hezekiah, Daniel, Ezra, Nehemiah, and others. He shows that obedience to God and his laws is rewarded in this life, and disobedience brings its punishment. From the children of Seth before the flood—Samson, Solomon, and others after that event—he shows the contaminating effects of bad associates, the impossibility of mingling with the depraved and worthless, without imbibing their spirit and habits.

Let those who are ignorant of the working of our excellent school system rail as they may about "Godless Schools." We have, thank heaven, some teachers at least who inculcate great moral lessons without interfering with any man's creed. But because peculiar dogmas are not taught in our mixed schools, they are Godless, forsooth! As the statute stands at present relating to schools, each teacher, if he be himself a model man, can inculcate the great moral lessons of christianity without giving offence to any man; and if he is not what he should be, no rules of any council of public instruction could induce him to benefit his pupils in a moral point of view.

Many of you, my fellow teachers, are ornaments to your profession. If we had you not for examples we know not what we should do. While trying to arouse the careless or give experience to the tyro, we make free use of your names, and refer to your schools to show what can be accomplished by diligence, perseverance and tact. In this way you do good out of your schools as well as in them. No men on earth we respect more; no men will we try to do more for; because, in helping you, our adopted country is vastly benefitted by having its youth fitted for the conflicts of life, and impressions made on their young and