

philosophy, might notwithstanding be destitute of the very first element which constitutes the qualification of a good teacher. Some people smiled at the idea of calling common school teaching a profession, but skill in imparting instruction, was just as necessary a way, in some respects, more so, in teaching the alphabet, as in imparting a knowledge of chemistry, geology, and mathematics. If a teacher knows not how to teach a child his letters—or if his mode of management inspires terror and distrust, rather than love and confidence, he is just as useless in the school room, as he would be in the professor's chair. If he can awaken no enthusiasm in the minds of his pupils, very little progress will be made, and all men have not this gift, or if they had they known not how to use it. The teaching faculty is something quite distinct from a mere knowledge of the subject to be taught—it is a power to be cultivated, in addition to the due acquisition of knowledge, a man may have made great attainments in mathematics, and be unable to teach a child intelligently the multiplication table. He may be versed in classic lore, and have a knowledge of Hebrew and Sanscrit, and yet not be able properly to teach the English alphabet.

How is this art to be acquired? Some can never acquire it, and many, who attempt it should wisely turn their energies in a different direction, as nothing but failure and disappointment, and it may be disgust await them here. A few pick up the art—possessing a natural aptitude for it. Some of the best teachers, the world ever saw, have struggled through many blunders, and with great difficulties, and have overcome them, this is the history of not a few of our best teachers—all honor to them, men who enjoyed few advantages, never entered a Normal school, or even met in a teachers Convention. Few, however, are likely to attain eminence in a similar way, the majority in such cases making most lamentable failure—hence, the necessity of special instruction and training for the work, and such associations as the one addressed, are admirably adapted for this purpose, where the best method may be exemplified and discussed, and the experience of each becomes the common possession of all. After additional statements as to the advantages and influences of Conventions, local or general, and training institutions generally, he said.—The teacher should be in every respect a model man—perfect as nearly as possible or attainable—inasmuch, as he is likely to photograph his likeness on many of the young minds under his tuition. His appearance, attitude, gait and manner, the whole style of the man teaches and impresses itself upon the scholars. His language, accent, thought, and sentiment, are communicated, therefore, teachers should be refined in manners, pure in sentiment, correct in morals and in their profession. Our common schools should be filled with the choicest specimens of our race. If need be, let there be homes for the infirm, or the embeccile, or the inefficient, or the needy, but convert not the common schools of our country into a hospital. Let the best men be selected for teachers, men of good gifts, of a generous disposition, and of large loving hearts, men characterized by unselfish, and intelligent patriotism, and by unassuming and earnest piety—animated by a clear apprehension of the grandeur and nobility of their work, and actuated by genuine love for it, and who feel the solemn responsibility of their position as dealing with immortal powers, which will carry to their destiny the impress they receive; and as building up the character of the future rulers of the world, and servants of the church. The teacher who enters on his work, in this spirit, and prose-