

have, with more labour, with greater pertinacity, with more elaborate speeches, urged the enfranchisement of my countrymen than any other man. I have not done this that I might be for a moment the favourite or the idol of the multitude. My speeches during the last twenty five years have been as free from flattery of the poor as from submission to the rich. But, feeling this responsibility, and having you before me, and this great constituency about to pronounce a great verdict, I venture to tell you what I think ought to be done, and what the constituency of Birmingham, acting with the other great constituencies in the kingdom, may soon do, and that you may give the lie to every man who said it was not safe to trust you with the franchise. The great council of the nation is now summoned, and this question of education is one of the greatest and foremost questions which you will be called upon to decide.

"I have proposed to-day a scheme, not with any elaboration, not with any pretence that it is not capable of great improvement, but one which would, I think, be the basis of a scheme by which we should stretch out a hand to the poorest and the humblest, and the most degraded, and the most hopeless, and say, 'Friend and brother, come up to the level on which we stand.' And in taking this course—and it is the course that I have ever taken during my public life—I have appealed, not to the prejudices of my country-men, but to their intelligence and to their virtue; and it is to this great quality that I appeal now, and I have the most undoubting confidence that you will listen to that appeal. The world is a great deal better than it was, and England is a great deal better than it was, and Birmingham is a great deal better than it was. One of our poets has said—and I take comfort in remembering his words—

'The time has gone by when oppressions and error,
Like the mist on the mountains, enveloped the world;
The time has gone by when the demon of terror,
Leagued with wild superstition, his banners unfurled.'

And I can see in the course of this and of other contests that greater and nobler principles are constantly, from year to year, making their way, and taking their seats in the very hearts of this people. Depend upon it that it is not a question between this man and that man: it is a question of great and solemn principles, of great and solemn import to you, and to your families, and to your posterity. We are fighting no mean battle. It is a battle of light as against darkness; it is a battle of justice against selfishness; it is a battle of instruction and intelligence against prejudice and against wrong.—*The Museum.*

The Dignity of the Teacher's Profession.

In the *Western Monthly* published in Chicago, we find an excellent address, entitled "*The Education of the Heart*," from the pen of *Hon. Schuyler Colfax*, Vice President of the United States, from which we make the following extract:

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"Of all the earthly professions, I know of none more honorable, more useful, wider reaching in its influence, than the profession of the teacher. If faithful in this vocation, they have a right to claim, as JOHN HOWARD did, that their monument should be a sun-dial, not ceasing to be useful even after death. They are to so fill the fountains of the minds committed to their charge, that thence shall ever flow streams fertilizing and beneficent; and they are to be the exemplars for the young before them in healthful, moral influence, which is the foundation of character.

"As no one is fit to be an officer in war who has not heroic blood in his veins, or to be an artist who has no æsthetic taste, or to be a poet who does not understand the power of rhythm or meter, or to be a historian or a statesman without a broad and comprehensive mind, so no one should be a teacher who has not a heart full of love for the profession, and an energy and enthu-

siasm willing joyously to confront all its responsibilities. It requires great patience, untiring industry, abounding kindness pure unselfishness, and fidelity to duty and principle. And when happily combined, success is absolutely assured.

"And first let me say, as children resemble their parents in feature, so will they resemble in character the teacher who trains their youthful years. If that teacher has an excess of the gall of bitterness instead of the milk of human kindness, its daily exhibition will assist in the development of the evil side of all who witness it. But if, on the contrary, he or she bring sunshine into the room when they enter—diffuses happiness, by genial conduct, on all around them—plays on the heart-strings of their pupils by the mystic power of love—the very atmosphere they thus create will be warm with affection and trusting confidence; and that better nature which is ever struggling in us for the mastery over evil, will be strengthened and developed into an activity which will give it healthful power for all after life.

"It is for this reason the teacher should ever be just what he would have his pupils become, that they may learn by the precept of *example*, as well as by the precept of *instruction*. He should find the way to the heart of every one within his circle, and lead him thereby into the walks of knowledge and virtue, not *driving* by will but *attracting* by love; and, if he searches faithfully, he will find the heart of the most wayward. It may be overlaid with temper, selfishness, even with wickedness; but it can be, it *must* be, reached and touched.

"The teacher, too, should be an exemplar in punctuality, order and discipline, for in all these his pupils will copy him. He can only *obtain* obedience by himself obeying the laws he is to enforce. A minister who does not practice what he preaches will find that his most earnest exhortations fall heedless on leaden ears; and children of both a smaller and larger growth quickly detect similar inconsistencies. Whoever would rightly guide youthful footsteps must lead correctly himself; and one of our humorous writers has compressed a whole volume into a sentence, when he says, "To train up a child in the way he should go, *walk in it yourself*."

"Finally, let the teacher, recognizing the true nobility and the far-reaching influence of his profession, stretching beyond mature years, or middle age, or even the last of earth, and beyond the stars to a deathless eternity, pursue his daily duties with ardor, with earnestness of purpose, with tireless energy. And let him feel that as a State is honored by its worthiest sons—as Kentucky enshrines the name of her CLAY, and Tennessee her JACKSON, and Massachusetts her ADAMS, WEBSTER and EVERETT, and Rhode Island her ROGER WILLIAMS, and Pennsylvania her FRANKLIN, and Illinois her LINCOLN, and New York and Virginia their scores of illustrious sons—so will his pupils rise up to honor him if he so trains them as to be worthy of their honor. Success *will* be his if he but deserves it. Gov. BOUTWELL, who added to his fame as chief magistrate of Massachusetts by gracing for years the superintendency of her unrivalled educational system, said truly and tersely, "Those who succeed are the men who believe they can succeed; and those who fail are those to whom success would have been a surprise." — *Normal, Ill.*

The Rewards of the Teacher.

THE SHADY SIDE.

Perhaps it is no more than fair to publish, in connection with the preceding article, the comments thereon by the Editor of *The Chicagoan*.

"Now, this is all very fine, and perhaps in the abstract true. But if we look at the veritable relation of our teachers to society, we find that they occupy a very subordinate position. The teacher is, for the most part, simply a servant, who, in a social point of view, stands next above the family nurse. The great