

bear some proportion to the intensity of these qualities in the ruling mind. The malleable material which he moulds will present an image—clear and distinct, or blurred and irregular; just as the die that is impressed upon it is well or ill defined. Such being the mighty influence of the teacher, and so great the necessity that that influence be the best possible both in kind and degree, of how great importance is it that he should bring the highest preparedness to bear upon the work. We have already pointed to the cultivation of literature as one great means of ameliorating man's moral condition, and the same discipline will assuredly make the teacher more fitted for his great office. Whatever elevates him as a man elevates him as a teacher. The same qualities that make him acceptable in society will give him success in the school. A man cannot personate two characters. His more domestic likings and habits invariably mingle themselves with and give a color to his official duties. Let it not be thought that we thus recommend literary pursuits, because we imagine that the boys and girls of our schools should enter much earlier or much more deeply into literature than they do. Perhaps some advance might be made in this respect. It is in the spirit that literature infuses into the teacher, and which he again conveys to his pupils, that we conceive its chief merit to be placed. It is because of the elevated tone that it gives to the whole man. They do not believe that we have either sounded too highly the praises of literature or that we demand from teachers an attainment that is unattainable. If the importance of the study were fairly recognized, the barriers that stand in the way would soon be broken down. We earnestly trust that teachers will consider these things. They wield an instrument of mighty power. Let them see to it that they make that instrument effective only for good and that the good be the highest that can be attained. If they come to the work properly furnished with the qualification we have been demanding, as well as with those more usually required of them, they will speedily have their services more highly valued and more suitably rewarded. The greater and still greater influence that they exercise will be seen in the gradual elevation of the people, in the lessening of vice and crime and misery so

often the offspring of ignorance and defective early training. In concluding this part of the subject let me endeavor to impress strongly upon your minds two things. The first is that the work of a teacher is the work of an artist dealing with complex and difficult subjects. None but a person who really has considerable culture and insight into human nature can deal adequately with the education of young people, and the teacher who has not proper culture and insight into human nature is very apt to produce, not education, but the very thing which of all others is to be avoided—dull routine. If teachers do not stir the educational faculties, they deaden them, and if they deaden a human soul a tremendous responsibility rests upon them. The second thing I desire to impress upon you is that I feel convinced there is an enormous waste of mental energy in this world. I believe the difference between a savage and an ordinary human being, from what he might be if all his faculties were brought into full and harmonious play. There is a great future in education if we work it out fully. Teachers alone can do it. We must have parents educated, so that they bring to bear a right influence on the child's life. We must have the public educated, so that men in high position might make arrangements which would not be detrimental to the whole interests of education, and we must have the whole community educated in that it might second the teacher's work. Every human being is capable of being a good and a happy man, and if that is the case, why should not we struggle as hard as we can to make all men good and happy. We have examined the two questions, then, that naturally presented themselves at the outset in the consideration of our subject, and now permit me for a few minutes to suggest the means by which teachers may thus elevate the standard of their attainments, and by doing so elevate their position in the community at large and especially in the world of letters. The study of the ancient classics must form part of the curriculum through which a teacher has to pass in order to obtain the highest position in his noble profession. To a competent knowledge of Greek and Roman literature must also be added an acquaintance with the literature of those modern languages which are used as the vehicle of thought by so many power-