

begin to fear the mark of Cain is on them and look around for a local habitation and a name; some abiding home and steady occupation. Akin to this comes the lack of professional recognition which no doubt has discouraged most of worthy teachers. A higher or holier calling than the teacher's can scarcely be found, and yet, he has been and is slighted and flouted as if entitled to nothing but his bread and butter and not always to that. Undoubtedly, there are exceptions, and the profession is claiming and receiving more its legitimate place through its own higher merit and also through a more national attitude on the part of the public. But stunted appreciation or the very opposite has had decided influence among the factors that make the profession so changeable.

Lack of adaptability in teachers has also had its influence in producing change, and that, oftener than we are prepared to admit. Not a few have chosen the life of a teacher who have had neither natural nor acquired fitness for the successful discharge of its intricate and unending duties. When one enters the profession to have an easy life, never greater mistake was made. When one enters it without intuitive insight into or love of childhood, a greater mistake was never made. When one enters it who does not daily feel need of fresh inspiration and new resources, no greater mistake could be made. But these mistakes occur and recur with painful frequency; and every faithful inspector has had the painful duty of advising one and another to seek a different calling.

Defective administration of the school law has had much to do with the change in our profession. This is often defective, feeble, fickle. School Boards are unnecessarily numerous, and mutable; often uneducated, sometimes biased by local prejudices and jealousies; do not always recognize the efficient; often appreciate the cheap and superficial, and often neglect the simple essentials of efficiency in school. With the official rope in the hands of such an administration, not much wonder that high minded teachers leave the profession.

Parental shortcoming has to do with the change of which I speak. How few parents recognize in a teacher their substitute, associate equal? How few of them inculcate and require unquestioning obedience to their authority delegated to him? How few recognize practically their obligation to forward study at home as much as the teachers at school? How many of them allow the children to decide the social and professional standing of the teacher and treat him as their children indicate without hearing "the other side"? How many of them take a practical and daily interest in school work and life so as to become co-workers with the teacher?

I must trespass further to speak a little of the results of lack of permanency. There is great loss every way. First and foremost, the loss to the child is simply incalculable. As matters now stand, the majority of teachers have not acquired a full measure of skill and tact and patience and unselfish devotion to their children which can only be gotten in the school of experience. Nor can we expect much improvement here till the profession becomes reasonably permanent. To many children, this means disaster—indecate, sometimes rough handling, and change of manipulation, sometimes ignorant, unappreciative, hardening, coarsening distorting change in manipulation. How can unskilled fingers make the harmonies of heaven on this harp of thousand strings when they have hardly learned the first melodies of earth?

To the teacher, it means a dwarfing of ambition, a scattering of resources, a training of the tender, local, homelike, intellectual and social attachment, disappointments of hopes, a weakening of powers, a lessening of opportunities, a circumscribing of usefulness. Not even an angel could do as good work with this sword of separation suspended eternally over his head. How can a teacher in

these circumstances secure the highest results of a wise, logical and thorough course of education in a few months? How can he secure the best results of sympathy, co-operation and love; the cumulative power of moral and intellectual forces, in the time a teacher now holds his school? And so, hampered and discouraged, the most conscientious and earnest may be excused for leaving an occupation which keeps them beating the air.

To Boards of Trustees, this lack of permanency largely means outlay without return, a school in time, not in reality. To the enlightened and liberal it brings disappointment and discouragement, so that when their term expires their services are withdrawn or reluctantly renewed.

To parents, it means half-educated sons and daughters with half cultivated tastes, poor literary habits, and a love of transitory and unsatisfying qualification; while the pure and lofty enjoyment of a cultivated soul are unknown and unappreciated. Nothing occurs oftener than to hear a father say, my boys were just at the age when a year or two of a good teacher would have secured the education they need, but we had an unfortunate change of teachers and their chances were lost; I cannot spare them now.

To the country, this changing means a lower average of intelligence, enterprise and power, in private and public life. Nothing can advance so surely, or so rapidly, for her citizens have left their talent buried in the earth. Her legislators have given to her untutored sons to control the destinies of the land by saying "You shall employ to-day and dismiss to-morrow as you like" those who are to unseal the empyrean springs of intellectual and moral life; those who, more than any other, could develop in the citizen the principles of true patriotism, courage, self sacrifice and love.

I can only speak briefly of the remedies for the lack of permanency in the profession. These must come chiefly from two sources, the profession itself and enlightened and practical legislation.

The more we truly and fully appreciate the dignity and responsibility of our calling, the more we understand the importance of our rare opportunities, the higher will we rise above petty ends and ways, the nearer will we get to the ideal of a teacher of the young. Day by day will we toil to acquire worthiness for our work and its reward, the love and admiration of our pupils and their parents, because we are their best benefactors. When these come permanency will soon follow.

Salaries should be largely increased, but how this can be done is a problem that few are able to solve; that salaries are improving is evident, the cause being found chiefly in the better appreciation of trained and experienced teachers. Even boards of trustees learn by their experience that training and experience are worth more than inexperience and cheapness. With this view before us, it would seem that the remedy of low salary is at least partly in the hands of the profession itself. Let teachers never rest satisfied till they are near the head of the profession in legal qualification and also in practical efficiency. If the economy of the beehive could be introduced into our circle, we could expel if not exterminate those who sip the honey but make none—the drones. If teachers remained for life in this calling, no doubt greater efficiency would be reached, and fewer inexperienced could enter to work for less as they are really entitled to less. So that in reality permanency in the work and more remuneration would become mutually helpful. Loyalty to the profession should lead all who enter it to observe the golden rule towards each other. I hope it never occurs in a section or county represented here, but it has been charged that teachers sometimes so far forget their self-respect and the reputation of the profession as under-bid their rivals for a school. It thus happens that lack of self-respect and lack of pro-