

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 and 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 teacher's 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—indelicate, sometimes rough, handling, and change of manipulation, sometimes ignorant, unappreciative, hardening, coarsening, distorting, change in manipulation. It cannot be otherwise while into so many schools every year introduces many youths of little knowledge of child nature and no experience in its control or development.

To the teacher, it means a dwarfing of ambition, a scattering of resources, a straining of local and social attachments, disappointment 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 as it were beating the air.

To boards of trustees, this lack of permanency largely means outlay without return, a school in name, 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 gratification; while the pure and lofty enjoyments 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 with a good teacher would have secured the education they need, but we had an unfortunate change of teachers and their chance was 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 set to un-