

some measure, the tendency to fly into a rage when provoked; and so, it may be, that he will come to look upon the things which have worried him, and tried his temper to the utmost, as a discipline which has made him both better man and better teacher. The veteran who has been in many a battle, and has often faced the force and fire of the enemy, is more likely to be cool and collected in such circumstances than the raw recruit. And thus it may well be that the teacher will gather encouragement out of the midst of worry and difficulty. His future career may be bright and successful, and the trials of the present will, of a certainty, be not unimportant factors in the future success.

Let this suffice with regard to self-improvement. It certainly ought to encourage the teacher that while he benefits others he benefits himself in mind and disposition. And not only should he take the general view of this matter, that greater experience and severe discipline will fit him for a higher place and a greater work, but he should take encouragement *daily* out of all included in that discipline and experience, and which, as factors in them, give them their value. In passing, it may be well to say that this view of the result of the teacher's work is not altogether selfish. The gain of one is the gain of the world. The teacher who improves himself swells the volume of the mighty stream, yet to become mightier, of human attainment and excellence.

I pass on now to consider briefly some of what may be called the *objective* encouragements of the teacher. It were a pity that all should come from his own inner consciousness of having done his duty, and of having been improved by the performance of it. There is, further, the appreciation of the public, that is, of

that part of the public whose appreciation goes for much. There are always hypercritical people in communities, who don't know enough about the teacher's work, the incapacity or, it may be, the wickedness of their children, to judge fairly of the results of the teacher's efforts. It is a question, indeed, whether anyone who has not taught is really competent to criticise aright the work done in our schools. There are chronic grumblers. One has said of them:—"Every clock, and even the sun-dial, must be set according to their watches;" people who say hard things about the teacher and insinuate harder—this one is too strict, that one too lenient; this gives the children no work to do at home, that gives them so much that they have no time for the inevitable chores. Some grumble because the teacher does not develop the extraordinary talent of their children, others because of some story, true, but paltry, half true, or false altogether (for some children are capable of lying), of harsh treatment, probably when it had resolved itself into a question as to whether the teacher or scholar should bear rule. Such have the unhappy faculty of making the sensitive teacher feel, somehow, as if he had committed a grievous crime. No use trying to please them. They have a new teacher now; his faults are legion, while, strange to say, the old one, now they have got rid of him, was the "pink of perfection." One can't please a whole neighbourhood. "Remember the old man and his boy and the ass, and what came of trying to please everybody. Where whims and fancies sit on the seat of judgment, a man's opinion is only so much wind, therefore take no more notice of it than of the wind whistling through the keyhole. No piper ever suited all ears."

But there are persons as well who