

cation then let him be graduated from these schools *before* he is ordained. To say that one who refuses opportunities for equipment, or misuses them is fit to become a teacher of men is flagrantly to insult the race. To ordain such an one to the work of the gospel ministry is to do violent injury to all concerned, and to mark the body which does this as irresponsible and incompetent.

The Dignity of the Teaching Office.

Address delivered by President Trotter of Acadia at the closing of the Normal School, June 29th, 1899.

I am not forgetting, Mr. Chairman, that I am myself a teacher, and that in choosing such a topic I may seem to be but magnifying mine own office. Let me assure you, however, that I am not thinking of myself and of others in similar positions, whose work is often invested in the public esteem with a dignity out of all proportion to its relative importance; I am thinking purely of the teachers in the public schools. I should like to say a word or two about the dignity of their calling.

Of course, to say anything here about the work of the public schools, is but to bring coals to Newcastle; yet I take it that a sympathetic word from the outside may not be without interest and profit.

In my own thought I always invest the teaching office in the public school in an emphatic sense with the

DIGNITY OF LABOR.

I do not know how these young people themselves think about, who have never yet engaged in actual work, but if they are expecting something light and easy, if they are imagining that the five school hours a day will prove a sinecure, I venture to think that if they do their full duty, they will experience, before the first year has expired, a very radical change of ideas.

I do not know how the people generally regard the teacher's work. I should not be surprised to find some of the good farmers, who toil from break of day to set of sun, regarding the twenty-five school hours a week as a perilously slight demand, leaving so much unoccupied time at the teacher's disposal as to make him a special prey of that evil genius who ever finds some mischief for idle hands to do.

The salaries paid to teachers would seem to indicate that in the general mind the teacher's work is not regarded as laborious, or as possessing any other quality calling for generous remuneration.

Of course there are indifferent, idle teachers, time servers. My own belief is, however, that where the school is of normal size,