

putting forth the necessary sustained effort, join the ranks of the "good," perhaps become even "excellent" teachers. Probably the principal reason why they fail to put forth this effort is due to a lack of any keen sense of need, rather than any lack of willingness to improve. The true vision of the wonderful possibilities open to an earnest, capable teacher does not seem to be the possession of many. It is hence a problem of the first importance how best to cultivate amongst teachers that sense of need, that attitude of true humility that will impel them to strive eternally for greater knowledge and power.

In passing it may be as well to frankly admit the supreme difficulty that must be faced in developing anew such a point of view amongst teachers who are no longer young. Amongst these it is true are to be found some of our most capable and virile teachers. These, however, are the ones who already possess the right point of view and having steadily striven with advancing years to keep the soul young have preserved that attitude of mind that is constantly open to new truth. Such are safe to the end from any danger from self-satisfaction. They are filled with that divine discontent that has impelled them ever onward and upward. There are others, however, who missed the vision and are now almost proof against the newer movements in education. In truth it must be said, and not in any critical and unkind spirit, that only a miracle can save such to a newer and fuller teaching life.

The mass of our teachers, however, are young and plastic, open to suggestions and ambitious to succeed. To such especially would I bring my message. It is an appeal to cultivate most earnestly and persistently an attitude of soul that recognizes its own limitations and hungers for increased power to serve. A marked characteristic of the truly great is their true humility and corresponding eagerness to learn. For such no opportunity is too insignificant, no occasion inopportune, when new truth, or greater power, is possible of

attainment. It is the possession of such an attitude of life that will in time make of the very ordinary teacher one who will in time command the respect and confidence of her fellow teachers by her capabilities.

One of the most obvious means at hand for stimulating this desire for growth is through reading. Educational magazines are all more or less stimulating as well as practically helpful. Their value depends largely upon the attitude of approach on the part of the reader. Does she read as a critic or as a learner? Any teacher desirous of excelling should be a regular reader of one or two good educational journals. In addition every such teacher should make it a practice to read thoughtfully and with purpose at least a couple of good educational books every year.

There are teachers to whom conventions are merely an opportunity for a holiday. These never, except by the merest chance, hear anything that is of any value and so do not consider it worth while to do more than register. Here again, the attitude is at fault. There is rarely a convention that does not liberally repay any teacher or inspector who goes to it in the spirit of a learner. The teacher, zealous for progress, eager to excel, will find a measure of stimulus and help in any convention. It will supply in addition the personal touch that is wanting in books and magazines.

There is another well known source of inspiration open to the really earnest teacher. I refer to the summer schools, provincial, national and inter-national. All of these are good, but they do not cover the same ground, hence a choice would depend upon the purpose in view. These are for the very elect for they cost money, and teachers are not in possession of an unlimited income. Where, however, the desire to excel exceeds the love of more material possessions, it will be an exceedingly great obstacle that will balk the ardent teacher.

There is one source of inspiration and help open to the truly humble teacher who is possessed with a determination to learn the art of teaching at all costs.