

tion of schools. It would be still greater presumption to attempt to instruct your staff of teachers in their duties. They know as well as I do, and better than I do, the essentials of good discipline; the necessity of making only reasonable rules, and enforcing them steadily when made; of distinguishing between unwillingness and inability to learn, and never treating involuntary dulness as though it were culpable idleness; of punishing, where punishment is unavoidable, deliberately and without anger; of always preserving your self-respect, that you may always be respected by your pupils. To be sparing as well as deliberate in punishment is the obvious dictate of wisdom, as well as of kindness. With regard to rewards, at least those of a competitive character, there are differences of opinion among those better qualified to judge than I am. In the case of children, it seems difficult not to think that there is some danger in a lavish use of the stimulus of emulation. It can hardly fail sometimes to breed selfishness and envy in the little breasts. Two things at all events may safely be said: first, that duty, where it will avail, is a better motive than emulation; and secondly, that care should be taken never to let a child be cast down or feel itself put aside and degraded merely because cleverer children win the prize. Perhaps we are apt to expect and exact rather too much from our ordinary teachers, and the teacher may be discouraged at finding himself or herself unable to come up to the ideal. Arnolds are rare even in the highest grades of the profession. To few can it be given to mould, as Arnold did, the characters of pupils by personal influence. But to all it is given to administer faithfully and patiently a well-ordered system, and the teacher who does this may be sure that, though his path

of duty be a lowly one, and his trials not few, he is doing the best of work for the community and laying up in store for himself all the happiness which the retrospect of such work can give. Especially is this so at a time when, feeling that some of the bonds which held society together in more primitive times have failed, we are looking to national education with increased interest as one of the great organizing forces, and the main sources of rational allegiance for the future. But we must not forget that the teacher has a fair chance of success only when the home co-operates with the school. Delegate to the schoolmaster as much authority as you will, you cannot make over to him the special influence of the parent, or enable him fully to counteract the parent's influence when it is evil. What is best and what is worst in a child's character will still have their source in its home. Happy, if I may trust the results of my own observation, is the child whose parents having a good day-school within reach, are able to give it at once the advantages of school and home; the means of instruction and the stimulus of the class, which can only be found in a school, and at the same time the daily preservation of those gentler affections which are too apt to be chilled and deadened, to the permanent injury of the child's character, by long removal from home.

And now I have only to unite my best wishes with those of all my audience for the success of the Salt Schools. May this day be to them the beginning of a long and prosperous course. May they fulfil all the hopes of their founders, and yield to the efforts of their teachers a happy and abundant harvest. May they do honour to the name they bear, and give many a counterpart of Sir Titus Salt to industry, to England, and to mankind.