

phase of my work and then be pronounced a faddist and a crank, or shall I quietly and patiently go through my daily routine with monotonous fidelity and then be called dull and non-progressive? What will school boards say, what will parents think about this matter? So many a teacher is in a strait betwixt two. My advice is aim first at plodding, but cheerful and hopeful fidelity, and then do not be afraid to launch out, when after reading, and much thought and conference with more experienced teachers, you discover some improvement of method. *The methods of education are not stereotyped for eternity.* I will sympathize with every one of you that is ambitious to secure some improvement, provided you first win the credentials of a patient and successful toiler in daily work, and show, by a proper use of the professional literature within your reach, that you are ambitious to improve. *No lawyer, no doctor, no theologian can live and thrive, merely on his old college curriculum.* The excellent instruction you received at our Normal School is but an initiation into studies of child life and of literature in pedagogy, whose fields of enquiry are unlimited, and probably no one would impress that upon you more forcibly than the learned Principal of the Normal School, whom we all delight to honour. Similar to the difficulty of this dilemma is that coming from the inconsistencies of public criticism. In the same week you will hear complaints that you teach so little and that you teach so much, the enquiry, why do they not teach as much as in some other favored place named, and at the same time the complaint against loading the child's arms with school books and his brain with an overwhelming mass of instruction. Some would have the school-room a mere play room, where under bright, cheerful influence a little knowledge now and again may be distilled and salutary moral influences may be exerted. Others demand a return to the fabled period of their youth when a school was conducted with the utmost monastic severity, and so you must run for ever the gauntlet of this inconsistency of public opinion. But greater than the difficulties I have described and more direct and immediate are the painful difficulties caused by disorderly children, for whose faults those very parents are to be censured, who most severely censure you—and the narrowness of school boards and the meanness of their pay—and the