

to feel surprised when we hit nothing. There are two methods by which we may demonstrate a truth, first, by showing what it is not, second, by showing what it is. I purpose using both in discussing the teacher's aim.

In order to make a complete success of life, we must have some definite aim in life: some goal to be reached: some height to be attained. The person who has no object before him to be accomplished, but is content to float idly down the stream of time and let things go as they will, is, to my mind, one who comes very far from hitting the mark which every true man ought to aim at. As the voyager, who starts out without knowing where he wants to go, or in what direction he ought to sail, need not feel surprised when he finds his vessel stranded, and himself cast upon some unknown shore, so the man or woman who goes out into life without some definite aim to be accomplished, is liable to make shipwreck of the valuable possibilities which strew the pathway of life. Thus the teacher will be prepared to make a big failure of his noble calling, and ought not to think it a marvellous thing when he finds himself cast upon the shore of a mistaken profession, if he neglects to erect for himself some standard which he should ever keep before him as the mark towards which all his energies should be directed. Inspector Hughes says, "no teacher is ready to begin his work until he believes that *his chief duty* is to train his pupils to climb from the positions they individually occupy when they are placed in his charge." Now, I believe that it is *the duty* of every teacher to set before him some of the results to be achieved in the school-room. I am of the opinion that we fail to comprehend the vast possibilities which lie at the very door of our profession. It has been said that the hand that rocks the cradle rules the world, but I believe that the public-school teacher has a great deal to do with the moulding of the young life of a nation. What our nation will be in the future will depend to a large extent upon the kind of teachers employed in our schools.

When I think of the army of teachers in our province already armed with diplomas and looking about for schools in which they may air their learning, and again of those who are being equipped with diplomas every year, I ask myself the questions: Why are so many pressing into the ranks of the teaching profession? What is their real aim