

stronger social power than a score who are governed by no fixed principles. History proves the strong social force a powerful mind becomes in shaping the destiny of a nation, when it works for the accomplishment of great ends. We are to work for the spread of deep moral convictions, and for that steadfastness of character that prefers death to dishonor.

It is what men think that determines how they act. Low thoughts generate low planes of action. If the teacher's motives are not elevated, the blight spreads over the school and moral debasement ensues. Our theory of education must depend upon those social elements which constitute good society—one in which reputation, property, and life are protected. Then interests of life are complex—oftentimes jarring. The ideal school is for the purpose of reconciling these diverse interests. Then, let no dark spots of hatred, malice, envy, or jealousy be found lurking in the heart of any one connected with our system of public schools, and if there should be one unfortunate so distressed, let the foul stain be wiped out or smothered forever.

It would seem that the vital forces of society may be classed under two heads—order and progress, and that these are also the two grand watchwords of education. Order may mean the preservation of peace, where violence has ceased, and where those aggrieved apply to arbitration for the redress of injuries. In the school this truth is inculcated under that rule of action,—each must respect the rights of all, and all must respect the rights of one. The recognition of personal rights and obligations is a forward step in the educational progress of any state or nation, and it is one of the first lessons the child learns in school. And unless teachers insist upon this principle of conduct, the

best intellectual teaching becomes a dangerous engine of mischief in the hands of a giant who wields immense power dangerously.

In the discussion, we may pause a moment to ask what are those qualities in a good citizen that are instrumental in keeping up good conduct, prudent management, and the progressive forward movement in society? As a practical working basis, perhaps most will agree that the essential characteristics are *industry, honesty, justice* and *prudence*. The growth of the higher and nobler virtues in any community is the surest index to general improvement. A community in which dishonesty, falsehood, and enmity have their dwelling place, is not the one in which activity, enterprise, courage, and progress are often found. It is a common observation that those who relax their former industrious habits of care, thoughtfulness, and industry, seldom long retain their good fortune at its height. Teachers must be always on the alert, watching for the new in every direction and making original discoveries. Nor should we define education as a continual struggle against those deteriorating qualities which drag human nature down to a lower level, but rather to an uplifting force which makes goodness of heart and beautiful conduct the highest achievements of the individual. When each one knows for what he or she is responsible, and this is known to others, and the duties are properly and proportionally distributed among those who do the work, and a methodical order is established for transacting it, less friction is caused and bitter feelings are seldom engendered.

So far, I have endeavoured to encourage professional sincerity and the full development of individual responsibility in our pupils as well as among ourselves, and to show that charity and sympathy are the bonds among