

end of all education is to repair the ruin of the soul, to know God aright, and out of that knowledge to love Him and to imitate Him." I recognize, of course, the need of practical training in such knowledge as shall be valuable in after life, but having said that much, I must demur to the idea that the teacher's whole work is confined to what is of practical utility. So far as I can interpret the universe, it has in it more beauty than utility, though by the wisdom of the Creator it shows a wonderful combination of both. I do not wish that our scholars should become mere dreamers, but I resist the imperious demand of the commercial spirit of our times, which would confine our work to what is called the 3 R's. I wish that our scholars should appreciate what is beautiful in nature, in art and in literature. I am glad that nature study is attracting increased attention among educationists, and I entertain the hope that it may soon have a more prominent place in our courses of study, to improve the taste, to impart elementary scientific knowledge and to begot reverence for the Creator. The opening of a rose may be to a child the parting of the veil of God's temple and its fragrance the very incense of devotion. Slow, sleepy, indulgent Elis may not readily understand that in such studies the child Samuel has heard the very voice of God. I am more than ever convinced that the highest purpose of our schools will be met when it produces the combination so much to be desired, of *morality, culture and intelligence*. You, my fellow-teachers, are familiar with the three exercises to which you wish to bring your scholars: observation, reflection and expression. Let these activities be directed properly, and the result will be expression not merely in correct and elegant language, but also in honorable deeds and beautiful characters. We welcome you, teachers, because of the high dignity of your office, which even an angel might covet.

Again I have satisfaction in greeting you, because I have sympathy with you in the difficulties of your profession. For example here is a difficulty not uncommon, though by no means the most trying. I doubt not you all have a most commendable ambition to improve yourselves and your work. I know the dilemma you are sometimes in. I think I can read your thoughts. Shall I be progressive and aim at new methods and emphasize some important