

public discrimination between professionals and amateurs, without an entire cessation of indiscriminate licensing, without putting the school doors in the charge of professionals, without an entire elimination of favoritism, without social position and moneyed rewards commensurate with merits, without an interest which is more than pecuniary, without entire and life-long devotion, without personal pride and mutual respect, without zealous care for the rights and prerogatives of all, without alertness which discerns or creates opportunities for the advance of the whole line, without legend and tradition, without song and story, without the strength to jostle the crowd and wrest honorable positions from the selfish, the unthinking or the unscrupulous, there can be no teaching profession.

If I were to withhold another word you would draw an inference which I should regret. As exacting as these conditions are, it is by no means impossible to comply with them. The signs of the times are auspicious. There is a manifest educational awakening throughout the country. If we survive twenty years we shall witness advances in learning more marked and far reaching than the country has ever before known. This will bring added interest to the work of the schools, and it will aid the intelligent regulation of their affairs. The multiplication of professional superintendents with continually increasing powers, the extent to which the business affairs and the professional interests of the schools are being separated and committed to entirely distinct authorities with some intelligent reference to their most successful administration, is most encouraging. No less significant and encouraging is the magnificent movement now sweeping the country with irresistible velocity for the liberal education of women. With the work of the elemen-

tary schools almost exclusively in the hands of women, the collegiate education of women is a matter of the highest moment. It must not only become manifest in the work of the school-room, but must also give impetus and force to the movement towards professionalizing the teaching service. Indeed there are many things to encourage and few to discourage those who are engaged in the noblest of all callings and are jealous of its good name and standing. But they must not forget that they are also responsible for its future in large measure. If teachers of standing and experience, teachers who have had the advantages of the advanced schools, teachers who are jealous of the public esteem, teachers who meet in state conventions, will exercise discernment and act in concert, secure all available assistance, seize upon all opportunities, formulate principles and lead the way, without doubt or hesitation, but with self-possession and confidence, we have no right to doubt they will reap rewards worth their efforts, and coming generations of teachers will bless their names in grateful remembrance.

All general reforms have their inception in public sentiment and their fruitage in legislation. It is hopeless to attempt to accomplish things in which the public is beneficially interested except through legislation, and legislation which is so framed that some one must execute it. Remedial measures are frequently met with rank indifference if not gross ignorance. Legislation not prepared by expert hands is ill-considered and ineffectual. Then, it is modified, added to and taken from, patched and blotched until it is almost meaningless. There is no more conspicuous illustration of all this than the legislation of the country affecting the schools. Nor is there any more conspicuous illustration of the non-professional character of the teachers of the country,