

Interest, enthusiasm is to us the divine afflatus. A teacher without this quality has no power, whatever may be his natural abilities. He is like a locomotive without the fire and steam to give propelling power—like a sleeping Hercules—like a Samson shorn of his strength. To the teacher who recognizes in his daily work nothing more than the rendering his pupils accurate in arithmetic, correct in orthography, fluent and graceful of speech, however important these are, and they are of great importance, teaching can scarcely fail to be anything else than a wearisome task-work, in which case, success in any high sense is out of the question.

But the teacher, who, however laborious his work may be, feels it to be a pleasant duty, a noble vocation, has no doubt realized the unquestionable truth that the moulding and training of young minds not only in intellectual culture but also in moral worth, in purity of thought, in truthfulness, in manly sincerity, in all that makes the good citizen, is as real a duty as any he has to perform, and to such, earnestness, vigor, enthusiasm, freshness will be as natural as dullness, monotony, and mechanism to the other.

The imparting of this professional spirit and the inspiring of teachers with an adequate appreciation of the importance and honor of their calling is in my opinion the *peculiar* province of a Normal School, for if this spirit be present amongst its graduates other requisites to success will not be long wanting, and without this professional enthusiasm any other qualities will simply tend to make the teacher feel more and more that "teaching is one of the sorriest of trades."

Under these six duties I have assigned, may be included in my opinion, all that justly appertains to the proper work of a Normal School. I have heard another duty ascribed to it: viz., that of providing *successful* teachers.

This means that there must be a thorough weeding out of every suspected weak student. But even if the most drastic measures are used, who can guarantee that the ones licensed will be successful? In no other profession does the diploma attempt to guarantee success. The license given by the Law Society is no guarantee that the fortunate possessor is going to make a successful lawyer, neither is the diploma of the College of Physicians and Surgeons of Ontario a guarantee that the practitioner is on the highway to fame and fortune. These simply guarantee that certain work has been done in a certain way. Success or failure lies still in the future.

In the case of the teacher there are even more difficulties in guaranteeing success. Who does not know of distinguished success in one locality being followed by indifferent success or even by failure in another? Then who is to undertake to say with absolute certainty that A. is a failure and B. a success, when subsequent events in common experience yearly prove the contrary?

In conclusion, let me say that in approaching this subject, I feel oppressed with a deep sense of responsibility towards you and to-