

when they have not been permitted to rush into this important work without the special instruction which a Normal School affords. I shouldn't wonder if, in their inmost souls they once protested against the law which made them come here. They are wiser now, Sir, and are thankful that a wisdom superior to their own put its constraints upon them. My hope is that they have not only learned by rote what you and your colleagues have taught them about the importance and dignity of their work, but that they have by thought and reflection developed for themselves deep convictions on this point.

But now, if you will permit me, Sir, I should like, before I sit down, to indicate in two directions

THE PRACTICAL EFFECT

which such a view of the teacher's work as I have set forth, is calculated to exert over the teachers themselves who hold that view.

First, it will help to preserve through the years the freshness and enthusiasm of the early days. It is the rule, I believe, that young teachers enter on their work with great ardor. This, however, is often explainable simply on the ground that they have abundant energy, and that the work is novel. By and by energy flags, novelty wears off, and now if there is nothing left, the routine of school life, the dullness of the pupils, the slowness of their progress, the indifference of the parents, the deadness of the whole atmosphere, may easily quench all enthusiasm, and reduce the teacher's work to the veriest drudgery. The one thing that can save the teacher in these circumstances, and preserve his freshness and fire, is that he bring to his task insight, imagination, lofty ideals, which will transfigure the dull facts that lie upon the surface, which will enable him to rise superior to the low conceptions which prevail around him, and to see perpetually through the thick veil of the commonplace, the significance and glory of his work.

The second practical effect which a lofty conception of his work will have upon the teacher is that it will furnish a powerful stimulus in the development of his own mind and character. He who has this adequate and exalted view will quickly find that his tasks call for penetration, judgement, skill, of the very highest order. He will find also, that they call for strong and disciplined character; for self-control, patience, kindness; for ability to disclose to the scholars, in action rather than in words, true ideals of character in all its range; ability to lure them on to better things by a pure winsome example rather than by empty or rasping speech. And so it will come to pass that the teacher's lofty ideals with respect to the nature of his work will prove a constant spur in his side, spurring him to self-discipline, that his high tasks may not mock his impotence, but may be overtaken and worthily performed.

In conclusion, I can only wish, sir, that not only all the teachers might realize the dignity of their calling, but that all parents and all