

ing the evils of inherited weaknesses, is added the overcoming of the evil effects of the bad environment previous to our taking charge and of those bad factors of the environment which are intermixed with

when we consider the weaknesses of ourselves, that our work is not as productive of good as we expected to make it when we first started out in this good work of teaching. You who have taught well remember what great things you expected to do. You all know how completely nonplussed you were again and again, and how, after trying so hard you almost gave up when you saw how little could be done in such a long, long time. But a "steady dropping wears away stones," and teaching, teaching, teaching by and by stamps into the true teacher's brain the true principles of teaching, and he or she then goes at the work like any one who has mastered a trade. But "keeping school" which some are pleased to call "teaching" will never by itself give one the ability to teach.

We must have lively interest in the work; we must thoroughly investigate as to the true principles of and the best methods, and above all we must have a disposition to improve, ability to change from poor to better ways and an honest desire (which is read by all children) to help them to higher and better things.

But what is the general plan or what is the outline of a true teacher's work to be? What, we repeat, are we trying to do? We are, or should be, trying to help the student secure the glorious power of knowing the truth about the world in which he lives, the glorious emotion of loving the truth and the glorious will to advocate and teach the truth, that the world may be better for his having lived.

This can only be done by a thorough training of all the faculties and by the broad view of things which comes from a study of the whole universe. In fact a teacher must have a cosmopolitan mind in the broadest sense and must assist the student to secure through his own efforts a cosmopolitan mind for himself. To travel broadens the mind, but to know about things we meet as we travel broadens, delights, instructs and completes the mind. He who is carried by force of circumstances into a foreign clime is still happy, even if away from home, if he has been there in mind many times. He is delighted to see the rivers, the mountains, the flowers and everything, even the people, though they be his enemies, for their habits, their customs, their costumes, their physiognomy, their language are all a pleasant subject for further study; and even as king David of old admired the heavens, he, too, can talk with

those great suns, planets and satellites, that "day unto day uttereth speech and night unto night showeth knowledge."

Teachers, do we wish to truly educate? Do we wish to drive from the world the horrors of crime, disunion and despair, and replace it with happy right-living, the strength of union and the unselfish hope of a more perfect world? We must then be broad; we must know that boys and girls, even those who have "grown tall," are what they have been made by their inheritance and by their teachings; that all peoples are what they must be; that punishment for the sake of punishment is as much of a crime as that for which the punishment was given; that all wrong comes from ignorance and that science, knowledge and truth will save the world.

Many teachers make the mistake of thinking that their work is to impart a large fund of information to their pupils, but the "stuffing process" is behind the times and modern educators know that the principal work of a real teacher is to make conditions such that his pupils will become truth-seekers and happily educate themselves. Self-education is the only education there is, and he who endeavors to educate in any other way than to study, plan and think how best to get the student into the right mental condition to help himself will make a miserable failure. "A horse may be led to water but you can't make him drink"; and a student may be compelled to hold his book in his hand but in order to learn he must become thirsty for knowledge; it is therefore as dangerous to give our young people overdoses of mental work as it is to give them too little.

Nicely planned lessons given to pupils who do not care to learn give much poorer results than if given to pupils who have found out that the real fountain of immortal youth is the great pleasure there is in knowing the real truths of things. Such pupils become real students and scholars and their education does not stop with the close of their school days. They become great readers; they are not overcome by their emotions; and, after their youthful period of fiction, they joyously enter the beautiful fields of Science, and their mental processes blossom out into beautiful flowers that are loved and enjoyed by the highest and best; their life is a success; they never grow old; they are cosmopolitan in mind, and can say with the Author-Hero of the Revolution: "The world is my country!"

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