

the wholesale firms in Kansas City send out their travelling men to solicit trade over a wide extent of territory. Should they not do so, other centres would come in and occupy the territory, and get the trade. It pays to send men into cities and towns who know what the local merchants want for their customers. Now, upon a much larger scale, is, practically, what the Germans, the French, the Hollanders, and the English are doing, or are getting ready to do, with all the more distant commercial peoples of the world.

The Americans must become now a modern language-learning people. It is a necessity if we wish to command a large part of the trade of the world among people who do not speak our language.

What I have so hastily sketched on this subject is an indication of what must be brought into our courses of instruction, leaving the further extension of the work to boards of trade and commercial clubs in the business centres of the United States.

A WORD TO THE TEACHERS.

The greatest danger the teacher has to guard against is the misdirection of energy on the part of the pupils. It is now stated on good authority that sixty-four persons are engaged in making a single pair of shoes, and, if one should drop out, the shoes remain unfinished, so far has the sub-division of labor been carried. In teaching, we reverse this by having one teacher watch over the most complicated relations requiring the very clearest perceptions of the rights, duties, and necessities of a house full of children, in which a delicate conscience and a keen sense of justice are called into exercise every hour of the day. Nowhere else is the power of organized effort more fully displayed, and is made to serve a better purpose, the enor-

mous power of teacher and class is focalized on simple points, and illumined and mastered in detail.

A rapid survey convinces the true teacher that ignorance, vice, and wretchedness exist among some classes of the community, and over against these are to be set their opposites, intelligence, good character, sobriety, culture, refinement, and comfort. The contrast is sharp and strong. The former constitute social dynamite, and the latter lead to obedience of law and good citizenship. The main object is to teach the children how to live and how to get the most permanent happiness out of life. How to use life and how to enjoy all its beneficent privileges is the main work of the school. The uplift should always over-balance the down pull.

A courageous teacher is needed to take hold and discipline and instruct children, if the instruction is to last through all time. To be opened-eyed, open-eared, and tireless, are qualities accompanying the real teaching spirit. It is marked by the courage of convictions. It signifies that the teacher is brave enough to be understood and misrepresented—ridiculed, abused, but can afford to wait for time to vindicate both work and motives. All this demands intelligence, will-power or determination, executive ability to carry forward in the best way the work that should be done.

Let it be summed up in the very briefest compass—by saying it demands what is reasonable and necessary.

Preparation in advance is always half the battle, and this brings us back to a safe principle in school management—that is—no school is well managed unless all the work is well planned. Some plans are not worth anything. Teachers, submit your plans to your principal. There is safety in a multitude of counsel. As teachers