

a country to have good soldiers, good thinkers, good priests, good artists, good workers in every sphere! The supreme need is of good men, for only they upbuild the kingdom of earth and heaven. It is hard to love the multitude for what they are—the wise love in them the ideal of a higher life which they strive to realize here, believing and hoping that they thereby co-operate with the Eternal for ends which are absolute.

Sadden not the hearts of the young. Their worth as men and women will be in proportion to the joys of their childhood. Forbid as little as possible, but help thy pupils to do gladly, wholesome and profitable work. Only they know how to teach who know how to rouse, to encourage, to incite. This is everything; for they who go bravely to work with joyful hearts will learn whatever is needful. The power to awaken ideas, so to use words, that, like an enchanter's wand, they make what they symbolize rise into view, as though it stood before the eye, is a gift of genius, but it is also a talent which may be cultivated, and there is none which gives to the teacher's work more life and charm. It is important to make things plain, to throw about them the revealing light of the mind, but they who set the world aglow with the warmth and magnetism of an ardent and passionate soul, are the true inspirers and teachers. We little suspect what power of devotion and heroism there is in the simple people by whom we are daily surrounded, and who often appear to us altogether commonplace. Let but the proper

occasion arise and we shall behold their souls transfigured by the light of higher worlds and clothed with almost superhuman strength. Thus there is in the humblest man or woman a Divine something before which the greatest may bow with reverence. Let then the teacher learn to recognize the God there is in every child's soul, and let him strive religiously to unwind the bonds which hold him prisoner. "He who undertakes to form a man," says Rousseau, "must first have developed true manhood in himself." Again: "The pedant and the teacher say much the same things; but the former says them in and out of season; the teacher only when he is sure they will produce their proper effect." What we are capable of knowing depends on the power and quality of our minds. Deep truth grows shallow in the shallow brain. Hence the genuine teacher gives little time to cramming his pupils with information for which they are not prepared, but he devotes himself to their whole being, which he exercises in every way, that they may gain strength and freedom, that they may become self active and address themselves gladly and perseveringly to the pursuit of truth and perfection.

He must know how to govern; for what is education but the art of governing? But how shall he learn to govern unless he forget and deny himself that he may think solely of the good of his pupils? Is not this the secret of the mother's power, who, if she know how to love, is the world's first and highest teacher?—*The University Record.*