

TO TEACH AMBITION.

"Dost thou love life, then do not squander time, for that is the stuff life is made of."—*Franklin*.

EVERY conscientious teacher must have felt, at some time or other, a sense of disappointment in his work. He must have marked with uncertain feelings that there are laggards in his classes—a feeling of joy at the strides one makes and of sorrow at the snail's pace of another. As far as my experience and observation and information go, all schools are alike in this respect. Further, the disparity in energy is seen more in the lower forms than in the upper. Perhaps the reason is that the sluggish never get out of the lower form. At any rate all get the same teaching, the teacher is as ready to answer the questions of one as of another, all the conditions are equal for all, and still there is a see-saw among the members of the class. It makes me think of the old team on the farm. The nigh horse set up a spirited gait as soon as he was hitched to the plow in the morning and kept it up all day, but old slow and easy in the furrow always kept his end of the doubletree about two feet back unless a sharp crack from the knotted line made him take a little spurt, and even if he did catch up to his mate for a minute, the evil in his nature soon clouded his brain enough to make him forget the stroke, and feel satisfied to let the other lead.

If my figure is not too rustic, I will apply its principle to some pupils I have had. Our classes get an even start, but they do not stay even. Two weeks do not pass until we can pick out the laggards, and while all do not lag for the same reason, the fact, nevertheless, stands beyond contradiction that energy and wise application always lead to the front, and we

are safe in concluding that those who get behind are lacking in one or both of these qualities. If energy is lacking, what shall we do? Let things go? No, indeed. We will try to inspire them; and that which *is inspired* we are herein denominating *ambition*.

Now if a pupil lacks energy he is similar to a man who is dozing. Some of his faculties are asleep and require to be awakened. But, on the other hand, if the fault lies in application, the pupil is like a man who is in the dimness of ignorance and should be enlightened. The visible results are alike in each case, and although the two diseases have similar symptoms the course of cure is decidedly different for each. Hence some conscientious and much laboring pupils seem to accomplish little. The cause is—their energy is misapplied. They read and read, but never study, and hence ultimately fail. Others read little, that is spend little time at their books, and accomplish much. These are ordinarily considered clever. The proper explanation is, that these read a little and think a lot, and cultivate the habit of close thinking. This is studying; but as I may treat of this subject in a future paper, I say no more on that point now. This paper is to deal with the other class, namely, those who lack energy.

Now if anything can be done in school for this class of pupil, teachers should certainly merit a rich reward of gratitude from the world in general and from some people in particular. For while no one who needs a horse places much value on the plug, so no one who needs a man counts much on the drone, and mark you the similarity between drone bees and some men. They are both consumers, but only in one sense of the word are they producers. The drone plays an