

natural impulses as to afford constant pleasure in the pursuit of knowledge. The purpose of school discipline is not to repress these impulses but to guide their development. They are the pupil's motive power, and to diminish their strength is to inflict lasting injury. When their development is wisely guided and properly encouraged, spontaneity of intellectual action and moral self-control will invariably follow.

One of the duties of the teacher, especially in the high school or academy, is to stimulate the ambition of his pupils. Indeed he should never lose sight of this important end. As the faculties unfold and strengthen the youth finds a constantly increasing pleasure in their exercise. His intellectual horizon widens and his day-dreams begin to foreshadow his future career. It is a critical period in his life, and it is of prime importance that his aspirations should be encouraged. To teachers and parents they may seem crude or grotesque. But one must acquire energy before he can utilize it, and this is the time for growth. The imagination should be fired with high hopes and aims. It is far better that the ideals should be fired with high hopes and aims. It is far better that the ideals should be somewhat mistaken or confused than that there should be no ideals. The important thing is that the student should determine to make the most of himself—should feel a wholesome discontent with his present attainments. Too often the school or college is the place where youth grow *blasé* and indifferent, unwilling to interest themselves very much in any subject, especially if it require close thought or hard work; where persistency and moral enthusiasm are in bad form. They ought rather to be places where youth will learn to apply themselves, where they will acquire moral earnestness, where intellect and purpose will grow strong

by surmounting obstacles and pressing on to higher ends.

Edward Everett Hale once said that the public schools lack inspiration. He is not the only observer who has felt this great need. To be truly educative the school must afford constant stimulus to worthy aims and purposes. Very few of the men who are graduated from our colleges and universities and become a power for good were destined by their parents to such a career. It will usually be found that some teacher has so guided their study as to yield an ever increasing ambition. In a certain high school two hundred boys were fitted for college during a period of fifteen years. Of these, only eight had any purpose of going to college when they entered the school. That purpose was a part—often the most valuable part—of their education. The instructor who simply does his work from day to day, with no thought for his pupil's plans for the future, loses sight of the highest motive. The eight-grade teacher whose pupils do not wish at the close of the year to go to the high school, has failed in a fundamental particular. The high school or academy whose graduates are not eager to go to college is not doing good work. Wherever learning or study or ambition are at a discount inspiration is lacking and the school is weak at a vital point. All good work, all high endeavors are born of inspiration. The boy who does not think high things, whose imagination does not revel in glowing pictures of what he hopes to be and to do is training himself to be contented with the bald necessities of life. The school should fill his mind with high hopes and ideals.

The materialism of our day touches the boy in the public school as with the chill of an iceberg, paralyzing his ambition, stifling his day-dreams and his hopes. It turns him away from the college and even the high school