

body. This function is also very important because it leads directly to the formation of character.

The attributes of courage, patience, gentleness, generosity, honesty, perseverance, industry, prudence, integrity, optimism, refinement, self-restraint, self-reliance, etc., should be studied so that rules may be laid down for the development of each, as definite and as certain as those for the growth of the senses and faculties. By cultivating the moral excellencies the opposite vices will, largely, be eliminated.

This training of the feelings and the will, in the building up of a highly moral character is the most difficult part of education. Perhaps this is because so little is done in this direction that we know very little about it. It requires an intimate knowledge of the psychological laws governing their growth, also a keen insight into the different individualities of the pupils, coupled with a tact and sympathy that are rare. But here the influence of example comes to our aid, and it will have as great an effect as direct teaching. The suggestions of apt stories and biographies will help us. The great power of an ideal continually kept before the minds of the pupils will work wonders, therefore hero-worship, so-called, tends to the uplifting of character. And how much the more if the teacher's own character be an ideal and a strong one, so that the children may have a living example before them, daily, worthy of imitation.

Shall we speak of the cultivation of the graces of the spirit? If we admit that the object of education is the upbuilding of the whole being, body, mind and spirit into an ideal character, then we must include in the process, the development of the highest part of man's nature — the spirit.

The belief in a Supreme Being leads the imagination to form an idea of His perfection, and the conception of an ideal leads, perhaps unconsciously, to an attempt to attain to that ideal; and the stronger the belief the more vivid the conception, and the higher the degree of attainment.

But the elaboration of this part of the subject cannot be undertaken in this article.

As a system of education, following the procedure roughly sketched above, is the natural one, and based on the method which the human mind instinctively follows, there would be no undue restraint or coercion of the children, but in their place there would be the healthy and enjoyable feeling of activity and growth which keeps a small child busy and happy all the day.

To sum up then the foregoing — Education is the *leading out* of all the inherent powers of the child and so developing and training them that their possessor will be able to use them to the best advantage in whatever sphere of life he may be placed.

Early childhood should be devoted to the training of all the powers of body, mind and spirit, rather than to the acquisition of knowledge. Knowledge will follow as naturally and surely as light follows the rising of the sun.

This then is the problem before us — to discover all the laws of development and from them to formulate a system which shall enable us to educate, in its highest sense, every child under our care.

Teachers should specialize in their study for the training of certain senses, faculties, functions or characteristics.

The wonderful results of such a system will so increase our enthusiasm that we shall not be content with the education of the children of civilized lands, but we shall extend the system to every country on the earth, for my vision includes this kind of education for every child of the human race.

This is an employment an angel might envy us — a vocation worthy the highest ambition, the enthusiastic energy, the profoundest study, the untiring zeal, and the devoted consecration of the noblest of earth's sons and daughters.

This is one phase, and possibly the most important one, of the world-wide revolutionary change which many of us feel is about to take place — the change which will beneficially affect every one living on the earth. Therefore let us

Find the trend of cosmic uplift,
Enter it with heart and soul,
Fill with power each pregnant moment
Till we find our being whole.

Teach to man the truest manhood,
Cultivate the heart and mind,
Till he reach the fullest stature
God has planned for all mankind.

Manhood upright, honest, fearless —
Strong of body, spirit, soul —
Cheerful, patient, tender, stainless,
Perfect fullness is the goal.

Show him how to reach the summit,
Rouse him from his lethargy,
Teach him mankind has no limit,
Give him opportunity.

Free the race from rusted shackles —
Fetters forged by sloth and pride,
Free ourselves first toward perfection
Set the pace — and be his guide.