

It devolves largely upon them to accentuate **correct views of life** — views which every child must be held to hold if there is to be progress. Proper insight, the right perspective of relations in life, the intellectual and moral training that will develop common sense, sharpen intellect, purify soul, and strengthen character—these are needed above all by backward races and thus they become the teacher's life work.

In reality, the teacher is better fitted in many respects for its performance than is the parent: for the teacher is stripped, in a large degree, of that partiality which blinds to faults and weaknesses, and of that ignorance, ambition and vanity which cause so many parents to urge and impel children to many a mistaken course in life.

The youth of today are to be taught to be industrious, to learn that hard work hurts no one, that even learning is labor, and all labor is honorable, that a trained intellect and a trained hand all go together to make a perfect man. They are to be taught that the mind must be rightly occupied, that the hand alone set to work leaves the mind free to run riot — a freedom that usually becomes license to run upon debasing things when a life has not been inspired by thoughts above the soil. They are to be filled with aspiration, that they may not grovel contentedly in the slough and mire — such contentment has not one uplifting phase to it but it is ever the basis of further decline.

There has never been a time in the history of the world's education when men and women — looking back over the formative influence that have shaped their lives—have not

found their uplift to be credited to some teacher. It has been some honorable, enthusiastic, self-sacrificing, noble, virtuous man or woman who has kindled self-respect, fanned the spark of divinity within to a flame and stirred the fires of ambition to be and to do.

Thus the teacher becomes most largely the spiritual, mental and physical adviser of a people, holding a position than which none is closer in its relation to the elevation of a race, none more potent in influence for the future. The opportunity is his above all others to direct to higher levels, to point out error, to correct false ideas, to lead to true estimates of life, to bring out the best, to repress the worst, to transform the viciously inclined, to inspire and encourage the dullards, to indicate right channels for the eager, brilliant ones.

This being true, then what must this teacher be who sustains such a relationship to the future of the race? What is required of one who has such unlimited power, who can dwarf or spur the minds in his care, who can make the youth "**look up and not look down,**" "**look out and not in**" and who "**lends a hand**" to every uplifting plan, or lets those he assumes to guide sink to degradation?

In the first place, the moral sense of a race cannot be elevated nor can the social plane be lifted higher except its teachers have a high moral sense and a proper comprehension of what differentiates social planes. Example has ever been far more than precept. So the teachers of the Negro race must be champions of honor and virtue. **Loose lives must not be tolerated among them. Gambling, frequenting questionable places of amusements, drinking—vices, great and**