

In some places they try to make an office of it; a basis of knowledge is fixed (a very low basis, too, and not above what clerks and bookkeepers have) and then the politician is invoked. But the general idea is spreading that it should be made into a profession. How shall this be done? The teacher must make the root idea the desire to benefit others, he must possess a good deal of knowledge of the history, principles, methods, and civics of education as well as the knowledge to be communicated; he must have some fitness growing out of this knowledge and his own constitution.

The great step is apparently to

possess what may be termed professional knowledge. This can be done by any one; he may not have his work recognized as professional, but in twenty-five years the public will see that it is so.

It must be noted that the professions have a *professional spirit*. What is this? It is a fixed plan to proceed according to science; or, to make it plainer, to proceed according to the Creator's plan in the child and not by routine. The aim must be truth, to go according to true purposes. Such a person will aim to know the truth. The aim will be to give a longer and more splendid life to the pupils; whoever does this teaches professionally.

THE PUBLIC SCHOOLS.

THE education of youth must be under the control of men who know what education is. There is no stimulus for awakening a mind like the contact with another mind superior to it. There is no way to create an ideal of a good and useful life so powerful as the contact with a high and noble character. In the early and impressionable years these influences of superior intelligence and noble character tell most. The awakening of the mind is the most difficult task the educator has. Therefore for the lowest school are needed teachers of high cultivation and high aims. And these fine qualities will count for more there than in any other stage of the progress of the youth into citizenship. But this superior ability must be paid for adequately. The safety of the State, therefore, lies in the total reform of its common schools, by immensely improving the character of their teachers, and by paying them such

salaries as will attract to that work the best abilities.

The few remaining country academies are survivals of the old system. Very few of these institutions have resisted the popular demand to absorb them into the machine, and make them the finishing-shops of the graded system, under the name of high schools, and, of course, free schools. Many of them were old foundations, with traditions, having a distinctive character as well as a permanent fund. In these old academies were educated many of the men and women who have been most distinguished in our day in letters, in law, in politics and theology. They had a certain independent, stimulating life. Perhaps they had not the facilities, the apparatus, the range of the modern high school; they did not demand so much, or, rather, not so many things, but they had quite as high a flavor of learning and culture, and the education that they gave was a training for