

around education in language, mathematics, science, and history, and for a persistent and never-ceasing study of English classics and English literature. For, as President Elliot says, "The power to rightly understand, to critically use the mother tongue, is the consummate flower of all education." I believe in departmental work in our secondary schools as in our colleges, but the spire should be built on the top of a finished building, resting on solid foundations. One, then, who gives all his college life to a single subject, pursuing besides only those studies which are intimately collateral, may be giving full rein to a marvelous genius, and preparing himself to become a benefactor, in the discovery of some secrets in the physical or psychical world, which shall ameliorate the condition of humanity and hasten the millennium, but such a person deserves no place as a teacher of youth in our secondary schools. The education of a teacher should be first general, then special. I have seen it written, "All art seeks the highest form of expression for what it creates. The cathedral is the highest expression of art in architecture; the oratorio and symphony in music; poetry in literature and eloquence in oratory. As the human soul is God's expression of what is greatest in man, so that is the greatest of the fine arts which shall express the most of man's greatness. Knowledge in all its forms, is the marble in the quarry, or dragged up on sledges a little way from the primeval mud. Literature is the subsequent statue, full of grace and snow-white in purity. Language then as the gateway to the soul's highest expression is the center about which all studies correlate." I would make language then, ancient, modern, foreign, native, the basic study for all who would become successful teachers. Upon these found-

ations laid deep and strong, I would build a superstructure, scientific in character, mathematical in correctness, historical in breadth, and upon this building, poetical in its symmetry, beautiful in its proportions, richly plain and plainly perfect in all its inner furnishings, there should rise some magnificent turret, original in design and typical of a special genius, which shall tell to all around its exact location and for what it is specifically adapted.

The very minimum of preparation in scholarship should be a college education; an education general in character, removed at least four years from high school training; and where circumstances may permit I would add one year of resident graduate work along specific lines, and two years of study and travel abroad.

This education, however, to the real student, to the scholarly scholar, will be but a beginning of those intellectual possessions which shall be easily and delightfully acquired as the years unfold; but one who, having secured the meager discipline of a high school, attempts to acquire the knowledge and power sufficient for a secondary teacher, through university extension circles, Chautauqua courses, summer schools, normal schools and private study, will ignominiously fail to secure that kind of scholarship which the need of our secondary schools demands.

The real teacher will always be a student. He will not spend his years in riotous living, his evenings in social pleasures, nor his leisure in flattering his own conceit by writing books for an already congested market. He will be furnished with an ever-increasing library of his own, he will be a patron of the public library if one is at hand; he will be a social power in the community where he lives, the inspirational center of every literary circle, and more than a Delphian