

Nor is it in the primary schools that this deficiency is most marked. It is found in the classic halls of our great universities. Men have gabbled their way through the B. A., and even the Ph. D. courses, and have come out with undeveloped minds, little culture and no power. They have simply been stuffed and spoon-fed and have done no thinking for themselves. They have a smattering of a great many things and nothing thorough.

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I myself have heard professors lecture to graduate students in universities who lacked both true and sound scholarship, as well as the more important thing still—inspiration. Again the specialism of the last twenty years has played havoc with broad scholarship. Men have been studying the Roman Empire and Mediæval France till they have forgotten how to spell or frame correctly in speech a logical sentence. Listen to these men lecture and what incorrect and slipshod English they use. They are so bent in pursuit of the historical fact that they pay no heed to the correct expression of thought, as if that, too, did not belong to scholarship.

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No wonder that in such institutions of learning as Wellesley College the faculty have demanded of the girls that, in future, in order to graduate, they must be able to spell. The truth