

small, should have no place in the lives of those who are to lead the young as mentors. The teacher, like the preacher, stands too near the young to be other than **thoroughly honorable**. Weak, unprincipled, selfish persons with no race pride, no race love, no race hope, should not be at the teacher's desk. Those who teach must be men and women in whom frivolity finds no lodgment, who are not only above reproach but who possess such force of character that they make boys and girls strong in discriminating between right and wrong and resolute in following light and doing the right. They must have, too, that personal magnetism that clothes the born teacher with unwonted power to carry followers wherever he leads.

This responsible position as a leader calls for preparation along mental lines as well as for moral equipment. An ignorant leader in any cause is a dangerous one. The time is past for entrusting the great work of education to the hands of those poorly prepared. A money reward need not be expected by one occupying the teacher's chair. This position—the most important and responsible—**the formation of character for future upbuilding of races**—this is the most poorly paid. Neither should teaching be used simply as a stepping stone to something more desirable. Unless one has consecrated his life to this calling, unless he has heard with unmistakable clearness the voice that summons to a vocation one has no right to meddle with the immortal work of a teacher—as sacred as any on earth. But with the clear call resounding in the ear, preparation for, as well as interest in, teaching as a life work, is absolutely necessary. Breadth of knowledge and varied culture

should belong to the teacher. Ethics and Philosophy must be thoroughly studied as only through a knowledge of these can one know how to cope with the task of training minds. The Negro teacher must be familiar with science and higher learning generally. Breadth and depth in these mean elevation as well. So his must not be a smattering. Such shallow knowledge leads to false ideas. It is he who drinks deep of the "Pierian Spring" that will alone bring one face to face with truth and its clear understanding. The blind cannot lead the blind.

But above all the teachers must be religious, God-fearing, Christian men and women. Bible must be their standard and religion a part of their lives. Not the frothy kind that have only a "religious vocabulary" without a "religious experience," but the kind that can stand the fiercest light of scrutiny. Free thought, "liberal" religious views, as they are termed, may be one's own personal right, but for immature minds to be encouraged or led to such exercises is dangerous in the extreme.

The youth who sit at the feet of their teachers today are going to do more than anything else to transform the future homes of the Negro race. With cultured homes and schoolrooms presided over by teachers thoroughly fitted for their work the trend must be upward. With a steady growth in love of high ideals, with profound contempt for idleness, with pride in work, with a deep-rooted horror of crime, a people always moves on to higher levels. Its moral elevation is secured and with it will come that social elevation that must have its genesis within its own ranks.

(Continued on page 24).