

question in the background, on the plea that some reputation or other was being impugned by such discussion, or the policy of some committee or other was being treated disloyally. In a current number of the *Christian Union* the following has appeared from the pen of Professor Hervey, which is well worthy perusal by the members of the Protestant Committee, in presence of the recommendation of their sub-committee on Elementary Education, "Fifty years ago," as he says, "the training of the teachers in this country was in much the same condition as it had been when the office of the teacher first became differentiated from that of parson, two hundred years before. There was nothing of the kind attempted or thought of. Teachers had only to be born; there was no thought that they must also be made. The idea that teachers must be trained has been of slow growth. And while the charge brought by Horace Mann against parents of his day, that they would "suffer their children to go to school through a whole winter without asking whether they were fed either intellectually or morally with anything better than the east wind," cannot be urged in these days in precisely the same form, it may still be urged against those parents who regard the scanty fare as sufficient for the professional training of their children's teachers. It is extremely interesting, and a trifle discouraging, to note the fact that Horace Mann and Andrew S. Draper—two men whose distinguished services for the cause of public education won for them a national reputation, both lawyers, and both holding the chief post of responsibility for public education in their respective states—not only found the same problems, but came to the same conclusion as to the shortest way to their solution.

"Without good teachers there cannot be good schools; and we have as little right to expect good teachers without adopting means to prepare them as we have to expect beautiful gardens and cultivated fields to spring up spontaneously in the wilderness," said Horace Mann in 1842. "We may continue to talk of innumerable things, but nothing can be of such supreme importance as the institution of efficient agencies for the promoting of the training of professional teachers," said Judge Draper forty-nine years later. Both statements are palpably true; each was in its time equally necessary. For to-day, of the four hundred thousand teachers in the United States, only a small proportion have received the slightest professional training; to-day, at least, one state east of Mississippi and north of Mason and Dixon's line has failed to provide, as a state, a