

can be successful. No number of principles, precepts and rules of pedagogy, no amount of ragged educational psychology, can ever sum up an effectual substitute for the teacher's own personal interest in his work and in its importance in the community alike for the individual and for society.

Number four can only be understood by a student in the History of Education. The story as I read it, is as follows. The professional training of teachers is of very recent date. For centuries the master teacher was produced by a nice blend of factors one, two and three, which I have named, and I am not yet convinced that the master masters will not continue to be produced in this way in the future. During these centuries, however, education was limited to the privileged or persistent few. The masses of men were wholly unlettered.

Came the demand for universal education. Followed the crowding of classrooms, the invasion of the teaching profession by women and girls, now almost a monopoly, and the employment of unqualified teachers in backward communities. The police might compel children to attend school, but to compel their parents to pay a living wage to the local school teacher was quite another matter. Nevertheless something must be done to meet the forced demand for qualified teachers. Something must be done, therefore, to short-circuit the education and training of teachers. Hence the Normal School. Every candidate for a teaching position, educated or uneducated, must spend three or six months or a year of apprentice training in a school for teachers. Thus the problem as it exists today. How shall the State provide an adequate education for all at prices which the people are willing to pay?

I am not now attacking the system. That is a mistake which many excellent university men often make. They prefer the few to the many. They laud the teacher with a class of five and reproach the teacher with a class of fifty. They make the little the enemy of the great. They make the good the enemy of the better. They extol the past and deride the present although knowing well that time metes out her little <sup>increments</sup> ~~movements~~ of progress with even hand to all who nobly try. Some of the higher schools in the older communities have undoubtedly suffered by this mass-movement in