

the efficiency of the schools and drive self-respecting people out of the teaching service.

ADMISSIONS TO A TEACHING PROFESSION.

In addition to general scholarship and professional training it may be broadly asserted that before teaching can attain the dignity of a professional employment, professional teachers must control the gateway of approach to the employment of a teacher, and once in, the teacher must find that his professional attainments are of moneyed value which will be recognized by the public, and of legal value which may be enforced in the courts of law. Theologians pass upon the qualifications of candidates for the ministry. Who else can do it? Physicians and lawyers determine the conditions of admission and control the doors to their respective professions. They alone can do it with intelligence. So it is with any expert or professional service. Who can determine the qualifications of a would-be expert but an acknowledged expert? We say that before one can be proficient and successful in teaching and successful in managing schools he must not only have general scholarship but he must have studied psychology, the principles which have been shown by investigation and experience, to govern the development of the human mind, he must understand the science of pedagogics, he must have investigated the principles of school economy and management, and the history and philosophy of education, and the like. We are all wrong in our theories or this is expert knowledge of the highest kind. We are not wrong. Knowledge of the laws of mind is higher than knowledge of the laws of matter. Knowledge of the laws of thought, of the secret springs of human feeling and action, is higher than knowledge of the parts

and functions of the human body; or than the laws which are found to be necessary to secure justice, deter crime, or prevent revolution and disintegration in the social organization, indeed higher than that speculative philosophy which has gone to far in taking the place of the simple faith our mother taught us on her knee and which deals with the furnishings of heaven and divides upon the question, whether little children who were never baptized or pagans who never knew, will ever get there. No we are not wrong. Our science is higher than any other and our calling, when fully met and fulfilled, is more thoroughly expert and professional than any other. Then the general principal must obtain and teachers and not hymen must control the avenues to the teaching profession.

The medical, legal and theological professions are well established. They are the outgrowth of generations of study and experience. They are hedged about by rules and codes of governing bodies, by old customs and established usages, by honorable history and proud traditions, by fraternal regard and public respect. These things have resulted from conditions and causes and not from accident or chance, and similar conditions and moving influences must here exist or there will never be a teaching profession.

PROFESSIONAL GROWTH.

There is another principle which demands notice: that is, development and growth. It is the invariable and inexorable law of all healthy professional life. Indeed, this is the chief thing which distinguishes professional life from the mere employments or vocations. A physician who does not grow through unceasing exertion ceases to be a physician; a lawyer who does not broaden and strengthen by labor and by experience ceases to be a lawyer. So it is with a teacher