

the conduct of the schools. Our fathers were accustomed to think that anyone who knew a thing could teach it. They were far from the truth. Investigation and experience has shown the truth to be that the bare possession of knowledge is but one element in the equipment of a teacher. He must know human nature; he must understand the particular mind to be taught and be able to come into harmonious relations with it; he must engage its attention, arouse its enthusiasm, and make it not only receptive of knowledge, but eager for knowledge before it can gain knowledge which will give it strength. A mere imitator cannot do this; much less can one who knows nothing of scientific processes and is not even an imitator. Pestalozzi declared that "Education is the generation of power." The elements of power must exist for the generation of power. The teacher must understand principles and be able to employ the best methods at the right time and in the right way, with a trained and discriminating judgment. To day there is no movement in progress which is more rapid and forceful than that towards the professional preparation of the teacher. It is true that the general public scarcely understand it yet. But the teachers do. The entire army of teachers is under its influence and on the advance. The ones who do not catch the spirit will have to go upon the retired list without a pension. The new recruits will have to meet larger exactions. The whole force is moving to a higher, because a more scientific, position.

The span of the memory, the influence of the imagination, the force of reason—all of the processes of the child mind; the trend of the feelings, the strength of the attachments—all the natural likes and dislikes of children, need to be studied with scientific care in order to know how to

make the work of the schools most prolific of good.

There is a rich field here for ridicule. That has been the common lot of science in all lands and all ages. Still science is conquering the world. The truth keeps working its way out and marching on. It is doing so with majestic step in this case. The scientific study of the child and the scientific training of the teacher have already revolutionized the work of the schools to such an extent that a plain statement of what the new schools are doing is regarded by the last generation with disbelief or incredulity, and a plain statement of what the old schools did is felt by the new generation to be false or unfairly exaggerated.

School discipline once was almost uniformly harsh. The government was not one of reason but of force. The teacher, if a woman, was employed in the summer time to teach the girls because she was related to the trustee, or his cousins or his aunts; and if a man, was employed to teach the boys in the winter because he had superior strength, agility and courage. The threatening talk and the menacing conduct of the teacher stirred up all the risibilities and combativeness of human nature. The teacher was thought great by the people if he could conquer the school after stirring its passions. A substantial ferule was always in sight. Frequently a rawhide whip was kept in the room. Many carried a rattan in their hand continually. Flagellations were of every day occurrence. Frequently they were cruel in the extreme. Struggles and blows and outcries, which no intelligent parent of our day would permit his child to witness, and from which he would either turn himself or which he would stop by force, were very ordinary. The ingenuity of the teacher was taxed to find methods and instruments of punishment. Children