

when he loosens winter's grasp upon snow and ice. A higher sense of the value of earthly life has thence resulted, and education has acquired new meanings.

The pedagogue, who was originally a slave, and then a drudge, has risen in dignity, and the more enlightened men grow to be, the more noble will his office and function come to be considered; more effective work will be demanded of him, and to do this he will find it necessary that he should be a more real and genuine sort of man. Education has become a science, and teaching has become an art which only they who are thoroughly versed in the science can intelligently exercise. A hundred years ago it was generally accepted that to know a thing was to know how to teach it, but now it is plain to all that knowledge is not necessarily skill, and that the teacher, besides knowing what he teaches, should also have the ability to impart his knowledge. This special skill is the result of a knowledge of right methods, and of the training which will give power to awaken and interest the mind, to command attention, and thereby to bring the pupil's whole spiritual being under the teacher's influence. But education is a deep subject, as deep as God and man and nature, and to know the best methods we must know the principles which underlie the science.

Of old the teacher learned his art by experimenting on the minds of the young, as the physician learned the practice of medicine by experimenting on the bodies of men. This is the empirical method which is everywhere giving way to the rational, now that we have begun to make a serious study of the history of education and of the principles on which pedagogies rest. And we may be permitted to hope that the day is near when it will be considered criminal to entrust children to those who are ignorant of the science and art of education. Like the priest or the physician the teacher must have special training, and there must be teachers' seminaries, just as there are theological and medical colleges. The Normal School is as essential to a system of education as is the elementary school, or the college, or the university. Numbers and majorities have with us such controlling influence upon public opinion that we easily forget that they have nothing to do with truth and justice, with religion and culture. In