

1. The professorship of education should be co-ordinate in rank with other professorships. No other professorship has a more extensive field, or a field more peculiarly its own.

An inferior rank would carry with it an implied inferiority of worth that would compromise success from the very beginning. The work of such a professorship is too great, especially at this formative stage, to permit the doing of any other professional work in conjunction with it. A divided allegiance would seem to me very unwise.

2. These courses in education should count towards a degree, just as other courses do. This is too obvious to deserve further remark.

3. A university degree, earned in part by work done under this professorship, should be a life license to teach. That a degree representing such an amount of academic work, in addition to the courses of professional instruction, should be of at least co-ordinate value with a Normal school diploma, seems to me to be too evident to permit discussion. To this extent, at least, young men and women should be encouraged to attain the highest grade of preparation for the Public school service of the State.

With respect to practice teaching in connection with instruction in the principles of teaching, the current opinion is so unanimous and so decided as against my own thinking, that it is to be presumed that I am wrong. However, I suppose I am not thereby debarred from expressing an opinion. At this moment when we hear it said with such emphasis and absolute assurance, that "we learn to do by doing," it seems like rudeness to affirm that this is the very foundation stone of quackery. Yet so it is.

The fundamental idea of professional instruction is, that the inex-

perienced are to be taught to do by knowing. In medicine, it is only the quack who professes the dogma that he should learn to do by doing. The true doctrine I suppose to be this: First know, and then on the occasion of experience, perfect your knowledge by doing. There is now a widespread denial of the vitality of knowledge, if I may use this expression; that is, the inherent tendency of belief to mould the conduct, to embody itself in act, or to evolve a method out of a theory, is generally denied. How baseless this assumption is, we may see from the natural history of prejudices, and still more clearly, perhaps, from the weekly item relating how the dime novel works itself out in marauding expeditions and midnight burnings.

The working out of beneficent thoughts and purposes, though not so obtrusive, is yet as constant a phenomenon.

Now I would base the higher profession of education of teachers on the assumption that a clear conception of what is to be done constitutes the best attainable preparation for actual work. I am here speaking, let it be remembered, of practice schools for university students. Schools of observation have an admitted value. They serve the same purposes as clinics in medical education. But in each case the aid comes from seeing good models, not from doing. The instruction is still theoretical. My objection to practice teaching in such a case as the one now under consideration is, that it is unnecessary, and that it is so unlike one's real work as to be misleading.

Let it be observed, again, that I am not discussing the experimental teaching done in Normal schools. Here the conditions are changed in some important respects that cannot now be noted; but even here, I think