

vote, but the successful candidate was bound to accept the office to which he was called, and to subordinate his taste for private life to the public interests. England owes much of her greatness and liberty to the active and aggressive vigilance of opposing political camps. Political parties are the outcome of political freedom. Parties are not to be confounded with factions. The former contend for a principle, the latter struggle for a master. To jurists and statesmen these considerations may seem

trite, elementary and commonplace; but, like all elementary principles, they are of vital import. They should be kept prominently in view before the people, and not obscured in a maze of wordy technicalities. They are landmarks to guide men in the path of public duty, and they would vastly contribute to the good order and stability of the commonwealth if they were indelibly stamped on the heart and memory of every American citizen.—*James Cardinal Gibbons, in the North American Review for April.*

THE TRAINING OF TEACHERS.

FIFTY THREE years ago the training of the teachers in this country was in much the same condition as it had been when the office of the teacher first became differentiated from that of parson, two hundred years before. There was nothing of the kind attempted or thought of. Teachers had only to be born; there was no thought that they must also be made. The idea that teachers must be trained has been of slow growth. And the charge brought by Horace Mann against parents of his day, that they would "suffer their children to go to school! through a whole winter without asking whether they were fed either intellectually or morally with anything better than the East wind," while it cannot be urged in these days in precisely the same form, still holds as against those parents who regard the same scanty fare as sufficient for the professional training of their children's teachers. It is extremely interesting, and a trifle discouraging, to note the fact that Horace Mann and Andrew S. Draper—two men whose distinguished services for the cause of public education won for them a National reputation, both lawyers, and both holding the chief post of respon-

sibility for public education in their respective States—not only found the same problems, but came to the same conclusion as to the shortest way to their solution.

"Without good teachers there cannot be good schools; and we have as little right to expect good teachers without adopting means to prepare them as we have to expect beautiful gardens and cultivated fields to spring up spontaneously in the wilderness," said Horace Mann in 1842. "We may continue to talk of innumerable things, but nothing can be of such supreme importance as the institution of efficient agencies for the promoting of the training of professional teachers," said Judge Draper forty-nine years later. Both statements are palpably true; each was in its time equally necessary. For to-day, of the four hundred thousand teachers in the United States, only a small proportion have received the slightest professional training; to-day, at least one State east of the Mississippi and north of Mason's and Dixon's line has failed to provide, as a State, a single agency for such training; and public opinion throughout the country, while often going so far as to de-