

Whether this mode of thinking may or may not extend to our profession, I will not stop to inquire. The general conclusion to which I am brought by this train of thought is, that education has a valid right to be made a university study, quite independently of its professional bearing, but solely by virtue of its high general utility as a branch of human culture.

I must now return to a theme that was suggested in the earlier part of this discussion, the bearing of the university study of education upon the status of normal schools. No belief is more firmly impressed on my mind, than that normal schools had their origin in the necessities of our civilization, and that they will always remain permanent factors in our educational history. As already stated, they are the exponents of a marked advance in public opinion as to fitness for teaching. They not only supply a need that will always be felt, but there will be a steady rise in their appreciation as the subject of education becomes better understood.

The ground for this belief will become evident from a slight examination. In the teaching force of the country, the volunteers or irregulars very largely outnumber the standing or regular army. For ten who teach from year to year as a regular vocation, there are a hundred who intend to teach, and who actually do teach, only two or three years on the average. So far as can be seen, this state of things will continue indefinitely.

Now, some kind of professional preparation should be required of this large class of teachers. What shall it be? Shall they be expected to pursue a liberal course of study in college or university and to become versed in educational history and science? It is folly to dream of such a consummation. The most that can be expected, with any show of reason, is that this preponderant body of teachers receive a

good secondary education, and in close connection with it, instruction in the most approved methods of doing school work. This, I repeat, is the utmost that can be expected of the transient member of the teaching profession. Here lies the function of the Normal school. As yet, only a small part of the teaching class has been affected by the Normal school; but, with the growth of juster ideas as to the fitness for good teaching, there will surely come a growing demand for Normal instruction; so that an adequate appreciation of the Normal school is yet to come.

What can give extension and intensity to the conviction that all who purpose to teach should have some formal preparation for their duties?

I can imagine no means so effective as the declaration by the highest academic authority, that something besides general knowledge is essential for fitness for teaching. Note the implication; if the highest attainable scholarship is not of itself sufficient to constitute fitness for teaching, then surely the lower scholarship must be supplemented by some special form of professional training. It seems to me to follow inevitably, that the most direct and most effective means of emphasizing the value of Normal schools, and of extending their field of usefulness, is the university recognition of the teaching profession. This opinion is confirmed by the state of educational affairs in Michigan.

Courses of instruction in the science and the art of teaching have been in progress in the university for the past four years; and during this time, the Normal school has been steadily growing in popularity and numbers, and it is now seeing the most *prosperous year of its whole history*.

In what way could a university course of instruction in teaching affect a Normal school injuriously?