

associated with books; in other words, no profession at all. This form of imposture has become so common as to be generally regarded as a perfectly legitimate proceeding, while in any other profession the same sort of imposture would be regarded as an offence against the public interest and the cause of good morals. It ought to be as disreputable to engage in teaching without honest purpose and adequate preparation as to engage in preaching or the practice of medicine for two or three years, for the sake of the money and the "experience" to be gained; but it is not, and the more is the pity. The injury inflicted upon educational work by the employment of this educated incompetency—instruction with knowledge and without soul—is, of course, inestimable, and the effect upon the profession is to invite disparagement and maintain its disrepute.

And in the course of his argument the same writer says, with an emphasis which ought to be heard, in all the Canadian provinces in which provision has not yet been made for the pedagogic training of the undergraduate who contemplates being a teacher.

"Just at present there is an increasing inclination to employ college graduates as teachers. (And who else is there to take charge of the higher schools of our Canadian provinces?) The movement originated in the commendable desire to broaden the culture basis of teaching, but it is a dangerous proceeding, for it places a premium upon a college diploma, which in itself may represent little or nothing that is needful for success in teaching. A college degree is likely to bear a weight of prestige quite unwarranted by the results achieved by undisciplined degree-holders as teachers. A college course should certainly be demanded of everyone who

seriously enters the profession, but it should be regarded merely as a general foundation, not as a special preparation, for teaching. We have long had the Normal School graduate with "methods" and without knowledge; now we have the college graduate, with knowledge and without method; and the inefficiency of the one is about as great as that of the other. But the college graduate has indisputably the advantage if he possesses the one indispensable qualification of the true teacher, the quality of sincerity."

Dr. Hale's antagonist, Mr. J. W. Abernethy of Berkeley Institute, has a word to say about the true teaching and the true teacher which goes to the heart of the whole question of the kind of teacher to be employed if the school and the pupils are to have fair play. "Teaching," as he says, "it may as well be acknowledged, is not an attractive profession in a country where professional success is seldom measured by any standard other than the money standard. It is a profession of low emoluments and limited dignities; its highways are everywhere lighted by the 'lamp of sacrifice,' and its byways are trodden by the feet of many martyrs. But martyrdom has its reward. The true teacher, however, does not need even this consolation; he is as much a 'dedicated spirit' as Wordsworth was; he is a teacher by compulsion of the best elements of his nature. Three virtues must contribute to the making of good teaching, love, devotion and enthusiasm; love that leads one to choose the work freely and seriously; devotion that holds one faithful to the interests of one's pupils, to the aims of one's institution, to one's highest ideals of success; and enthusiasm that enables one to pour out knowledge hot for the moulding of young minds. And any dry-as-dust may possess knowledge, only the enthusiast can impart it with