

increasingly lucrative. In view of these facts and many more, the writer is of the opinion that the line of intellectual work that opens up the grandest opportunities for success and usefulness lies in the professional study of the theory and history of education. There are a thousand questions that demand the immediate attention of an enlightened corps of teachers. The profession, we have said, is laboring under a disadvantage in that its leaders do not receive the same popular recognition that men of equal prominence in other professions do. There are reasons for this, chief of which has been the lack of a national and professional literature devoted to their interests. When teachers enter on their profession, and realize that teaching is for them something more than a temporary occupation, taken up for personal support and as a stepping-stone to a more lucrative position, then tenure for life in the employment of teachers, provided efficient service is rendered, will be acknowledged as a fundamental principle. There seem indeed at the present time sufficient inducements to draw the brightest intellects into the profession as a life work, with a certainty that industry and ability will find their reward in reputation and usefulness.

Yet as the teachers's responsibilities will be clearly greater than in any other of the great professions, so his preparation must not be inadequate. The possession of a college diploma is no guarantee of his usefulness or success in teaching. Scholarship, it is true, is indispensable. A right temperament likewise is needful. Teachers, like poets, are born, not made. It has been well said that "the real teacher is to be measured by the final result he can produce in the character of those who come under his care. The ability to leave a lasting mark on the mind and character of the pupil is the unmistakable sign of the true teacher." It must be admitted that there is such a thing as teaching genius, which is to a large extent independent of training. For many of our most gifted teachers have no knowledge of method other than they have imbibed while being taught. They have come perchance into contact with inspired teachers, and practically learned and unconsciously acquired the truest science of the art of teaching. Scholarship and method have gone hand in hand and they have been spared the mechanical methods of teaching which too many of our colleges by red-tape methods develop.

But these are rare exceptions; and the complicated problems of