

to associate with those of like aims and aspirations, and above all to breathe a professional atmosphere and live a life full of the spirit and zeal that alone can give a promise of professional success.

The reason which ex-superintendent Wickersham places *above all*, viz: "to breathe a professional atmosphere, etc," is one of the strongest arguments that can be presented against the present plan. It is a notorious fact and one admitted by men who have experienced the evil, that Normal life really injures a man seriously because he is led to believe that there are no attainments beyond and that his course of study has embraced everything worth knowing. Young people preparing for teachers are all the better associating with persons securing training for other professions. It enables them to measure their capacity for development with those who like them are to do the work of the world, and their preparation would tend to be all the more securely and intelligently made under such circumstances. Other writers follow Dr. Wickersham with their opinions. Mr. McAllister, Superintendent Phil'a city schools, and Profs. James and Thompson, of the Pennsylvania University, are among the most prominent of these. While they do not all agree in detail with the "new plan" prepared by President Magill, they do agree in pronouncing the Normal school education inadequate and the need of some more extensive training for teachers. One of the strongest

and most convincing articles recently written on this subject is by Prof. Groff, of Bucknell University, Lewisburg. Dr. Groff is himself a graduate of one of the best Normal schools in the state, and he speaks from personal experience and observation. He also points out some features of the law governing these institutions which have done much toward rendering them inefficient, and closes his suggestive article by affirming that he agrees with Dr. Magill's propositions if he amends the *third and fourth* as follows :

3. Every college in the state should have a professor of Pedagogy.

4. Every school in the state should receive state aid in direct proportion to the number of students it teaches.

So much has recently been written that it is almost impossible to say anything new or suggestive. It is certainly gratifying to see the drift of thought on this subject among our leading educators. They evidently express the sentiment of all believers in a sound and broad education when they demand for all teachers, even of the most elementary grades, a thorough, extensive course of study. The common schools of our state are not doing the work they should or could do. They never will until the teachers are better prepared—I mean until they secure, themselves, a broader and sounder education. With all the effort to require teachers to understand something of psychology, theory of teaching and school manage-