

TRAINING OF THE TEACHER

Interesting Address by Rev. Dr. Conaty at the Conference of Catholic Colleges.

Right Rev. Dr. Conaty delivered a most interesting address at the recent conference of Catholic Colleges in Chicago. Every Catholic teacher should read it with care. Dr. Conaty said:

We meet annually to discuss the conditions of our collegiate education, earnestly seeking after the best means by which to improve it. The problem is very serious and demands our most careful thought. The annual meeting should lead to some practical results by which we may prove to ourselves the benefits resulting from a gathering of college representatives. We are not foolish enough to believe that we have reached the point in our collegiate work when we can afford to be satisfied, nor can we rest contented that we have not obtained our best results. We realize the onward march of events in college management and methods and we are not without recognizing the necessity of being abreast of the times and prepared to meet all legitimate demands. There are many shibboleths made familiar to us by what is called the New Education, some of them are but accentuations of very old principles, all of them demand attention.

A prominent expression of the new education is that teaching has become a profession which requires careful preparation and training. Formerly men did many things and also taught; teaching was but a part of their work. Now, teachers are called to devote themselves exclusively to teaching and leave other things to other people, and other trades. It is demanded that it be made a life work, and that it become a profession to which all aspirants will pledge their absolute devotedness. The result of this word of modern education is an ever-increasing demand for opportunities in the training of teachers for educational work. Men to-day train for everything; special education is called for in each department of labor. Men are not allowed to enter into the mechanical arts without apprenticeship; care is taken as to selection of candidates, estimates are made as to results of preparation, the position is made dependent upon fitness, equipment and skill. The typewriter goes to the business school; the telegraph operator to the school of telegraphy, the litterateur to the department of literature which will best fit his style. Every department in industry, every art and trade, every form of specialism, has its well-equipped fitting school where candidates acquire the knowledge by which they are to be judged competent to take positions to which they aspire. Why should we not exact careful and accurate training for the professional teacher, upon whose fitness is to depend the intellectual and moral up-building of the people? The teacher in the Catholic school should be equally well equipped, with his neighbor in all other schools and opportunities should be given by which he may be fitted to do the best work according to the most improved methods.

We are also in sharp competition with systems and colleges in which, by endowment and public tax, the greatest opportunities are given for larger and better development. We would never lose sight of the work done by those around and about us. We should be thoroughly aroused and fully acquainted with the methods used in all collegiate development. We cannot afford to ignore the energy, the activity, the zeal manifested in non-Catholic circles for educational advantages. They should act as a constant spur upon us to do the very best that is in us, all the more because the aims and purposes of education are so clearly well-defined for us while the great blessing of revealed truth safeguards us from the many disadvantages to which the others are subjected. It is important that we should keep ourselves thoroughly familiar with what is being done in other educational systems, in order that we may be prepared to take advantage of the good to be found in them and to resist or counteract the evil.

First of all, there are normal schools in nearly every state and several of them in many states.

These schools are directly under state or municipal taxation, and state and city insist that all candidates for schools shall pass through the courses established. Teachers of recognized prominence in school methods form the corps of instructors and every opportunity is offered for the broadest technical development. Candidates for these schools are judiciously selected and present requirements which entitle them to be considered as fitted to enter upon a more complete system of training for the profession of teachers. The curriculum followed, the methods used, all influences brought to bear, are directed toward the development of the teaching quality in the candidate. To follow studies that broaden education, to become familiar with methods of teaching, to be taught how to use those methods, to cultivate habits of accurate observation, to have developed within themselves their powers of imparting knowledge, these are the aims and purposes of the normal schools maintained by the state, and since their means are in many respects unlimited, the opportunities for development are consequently very vast. The system of training the teachers for the ordinary state schools is one which shows determination on the part of the state to have properly trained teachers in its schools.

The next fact we notice is the increase in what is called teachers' colleges, as also the development of departments of education in pedagogy in the universities where a higher grade of instruction in pedagogy is usually given and candidates are encouraged to do special research work with the promise of a doctor's degree, thus fitting them for the higher work in secondary schools, colleges or universities. Teachers' colleges, properly so called, or the pedagogical institutes in the universities, are reaching out to do the highest grade of training in teachers' work, frequently by university methods and by university men, with the disposition toward the control of the teaching of the higher schools. The tendency of developing specialties in all grades of collegiate work is becoming very marked, and there are many who find in this reason to believe that it is the only way in which excellent results can be obtained in each department of education. The doctor's degree is supposed to cover more than mere specialties, it calls for and frequently finds a high character of scholarship in the one who, after years of careful study under university-trained men, not only reaches proficiency in a special line, but stands ready by his productions to contribute to the world's store of knowledge.

It is also important for us to notice the development of the summer school, which, while not of the grade of either normal school or teachers' college, still contributes largely toward the general instruction of students, broadening their views, giving them opportunities to come in contact with prominent schools and teachers and follow their courses of lectures, developing a taste for special study, and in many cases receiving this technical instruction in pedagogical work during the whole summer session. These schools call to their assistance, regularly, well-organized instructors, among whom are university professors, whose labor results in developing a high grade of scholarship fitting for the teacher's work. When maintained absolutely by the universities, as is frequently the case, they partake largely of the university character and give to their students a standing among teachers holding university degrees.

If we ask why all this is done, or why this general development from the simple training school, the answer is found in this, that teaching has become a profession, with a standard of character and ability, second to no other. We are at the moment when there is a quality demanded in the teacher which cannot be acquired by mere habit or ordinary experience. It calls for a fitting for the work commensurate with its importance, and the acquisition of learning and a high grade of scholarship, as well as the use of the

methods, will alone reach the end required. The competition among candidates is so strong and the tendency towards meritorious standards is so great that people are anxious to spend their time and money in obtaining that education which will best fit them to honor their profession.

Then, again, the question of method has been placed in the fore-front of qualifications for successful work. Familiarity with the means by which successful teachers reach great results, the clearer definition of principles, the surer means of imparting knowledge, the application of it in the school-room, all these speak of method and require method. The iron laws of business are being applied to education. Everything is in order and the largest share of benefits comes to the largest number.

Then again, there is the grading of schools by which work is consolidated, one piece fitting into another, one part adjusted to another, and all buildings are of little account. You are well-defined plan. This creates competition; it develops comparison and forces upon those in charge of education the necessity to have each part of the work equally well done. All this demands method, and method is improved by training.

After all, no matter how much we may seek for reasons by which to explain the educational facts we have noted, the chief reason with which we have to concern ourselves is that the work of education depends on the training of teachers. The teacher makes the school, the teacher is the school. Cardinal Newman had a favorite expression, "Give us universities in tents or shanties, but give us teachers." Without the teacher, buildings are of little account. You may have well-selected libraries, handsomely equipped laboratories, extensive buildings, but if you have not well-prepared teachers in them, you will never reach the honor mark in education. The teacher is one of the most potent factors in our modern life.

Of course we understand that all this matter of training teachers and the very general development of Normal School and Teacher Training Colleges, has its disadvantages. It is not necessary for us to speak of that greatest of all disadvantages, or rather positive danger, which comes from the absence of the religious element in the general training of teachers. My thought is largely directed toward the reason for the existence of these colleges. We cannot too strongly deprecate the poison of misrepresentation and misunderstanding of human character and human life that finds its expression in the false philosophical and psychological theories which form the basis of much of the pedagogical training in schools and colleges where teachers are prepared. We may however, distinguish between general and professional or merely technical training; between the history and principles of educational methods and school management itself, between scholastic or academic subjects and training in itself in what has to be taught. The first involves not only the history of education and of the part which the Church has played in education, but also the question of philosophy and psychology, and herein are found the sources of the false theories that so largely prevail in much of the training for educational work. The second refers to the science of teaching, or the method of imparting knowledge and may be taught; and may be exercised entirely independent of reference to the fundamental questions in dispute. It is only when one comes to discuss pedagogy as such, and the foundations of teaching, that the necessity for accurate knowledge in the underlying principles of life becomes necessary. A teacher may be tactful, sympathetic, and deal with the child in a purely empirical way without advertent to the religious and philosophical principles that are vital to all understanding of life of right thinking; one may teach successfully in many branches without much knowledge of philosophy, but if the teacher is to understand the RATIONALE of pedagogy, he needs philosophy. The moment he drifts away from methods and begins to theorize, there is danger of false principles. The successful teacher, even confined to methods, may, by virtue of success, attempt to bolster up methods with false philosophy. The disadvantage that comes from

training where revealed truth is not the guide, where the only basis is God and the truth and the end are made the basis of the method, is to be overestimated.

There are other disadvantages in the training of teachers which may be noticed. There is the everlasting faddist with his whims and caprices intersecting himself into all the methods of instruction, he is full of belief in himself and is constantly liable to change. There is the experimentalist ever asking for the testing of some new plan either in book or exercise, constantly exposing the pupils to the uncertainty as to what they are afterwards to use as the best in methods, full of theories, he is constantly changing methods only to find that what was adopted yesterday must be superseded by what he finds to-day. Experimentalism is necessary as a test of methods, but there is no experimentalism in education. But the modern experimentalist is not satisfied to be limited by methods, but seems to drift largely toward his own peculiar views as to the influence of certain elements on human character, while he loses sight of the timeliness of the most important ones, frequently he has worked himself out of belief in religion as important and is seeking for something to take its place.

There is a disadvantage, also, or a danger, that by method of methodizing one becomes machine-like in school work and consequently loses the personality which in his enthusiasm, sympathy and power, constitutes the real teaching influence. After all, these disadvantages in methods are insignificant in comparison with the good, general results that come from training. The benefits are so great that they leave no doubt as to the necessity for such institutions.

We should be determined that the teachers in Catholic schools and colleges should have a systematic and thorough training according to the best ideals. They should be ambitious to acquire the best possible training for the work and it should be the determination of all who have charge of educational work in the church, to insist that every teacher be thoroughly trained. Education itself demands this, entire independent of the sharpness of the competition by which schools are judged. Honest love for the truth should force us to the acquisition of the best methods for imparting it. No place should be found for the incompetent teacher. No one should be allowed to teach who has nothing to give, who produces nothing. The untrained teacher is usually inarticulate, dried up, withered, has neither fire nor life and cannot intelligently impart even the little that he may know. Our Catholic teachers should be the very best; our traditions as teachers are the noblest, our aims and purposes are well understood and truth demands not only learning but ability to impart it according to the methods of St. Thomas in his Treatise on the Education of Princes clearly defines for us the important requisites in a teacher, and no recent book on pedagogy can more clearly define what should be insisted upon in every teacher. The ability to select the best things to be taught, which is the result of a well-developed mind; the integrity of character which offers a model of life; wisdom which bases itself on humility; the knowledge which has the pervasion of eloquence, and finally, the ability to teach which, as St. Augustine says, is simply ability to open what is closed. "What use," says the great Doctor, "a golden key if it will not open what we wish; what harm a wooden one if it opens what is closed."

Philosophy has a most important part to play, especially in the principles that underlie pedagogical studies. After all, it is impossible to thoroughly understand child character and direct it in the ways that lead to true manhood as well as scholarship without a thorough mastery of the principles that underlie human life. There is a great deal of false philosophy serving as a basis for many modern systems of education. A false philosophy misinterprets soul-life, gives us character study without the sunlight that comes from eternal truth. Human nature can never be properly understood except under the great searchlight of revealed truth by which the evils resulting from the original lapse from integrity and the benefits accruing from redemption and justification through grace can be properly understood. The true idea of manhood is based upon the true idea of life. Educational training demands that the end of existence be definitely understood in order that the material, the spiritual and the natural in man be each fully appreciated. We must never forget that we are not only human but also Christian, and that therefore the aim of education is the formation of man according to Christian ideas. It is the development of the Christian in man. Philosophy gives us the unity of education. We must have harmony in life and since religion is a necessity to our nature we cannot separate one from the other. No training of teachers can be complete without correct principles of philosophy and psychology and Christianity alone can give these principles.

Leavay's White Hair-Disinfectant Soap
Keeps the hair clean and soft. It disinfects and cleans at the same time.

Every student entering into the training of the teacher should meet all methods, carefully analyze them, adopt that which is found to be good, assimilate it and make it a part of the system. There is no doubt that a very large quantity of good is to be found in all modern methods. Let the chaff be sifted out, let the danger be eliminated, the fact exposed, and the well-tested method adopted. Reach out for that which experience has proved to be good, adopt that by which tangible benefits have been reached, and thus utilize the experience, the endeavors and careful study of others. We need not only a good moral, but also a highly developed technical training of our teachers both in college and school. Teachers are not developed by intuition they are not fitted by mere vocation they come to their place in work through the hard labor of patient study and careful training. They need to be familiarized with the history of education as presented by all sections of the world of thought. They need particularly the history of the science they have to teach, they should be in touch with all parts of it. The teacher in the Catholic school should, above all, be thoroughly indoctrinated with the idea that the only true education is according to the Catholic ideal. He should understand thoroughly the reasons of difference between the Catholic and non-Catholic systems of education, be thoroughly convinced that the Catholic system of intellectual and moral training alone can give that strength and power to character which makes true education. The true teacher should realize the power in him, and this power should be a constant spur to him for greater and larger equipment. Mould the teachers in the ways by which study can obtain its greatest results and teaching produce the best scholarship. He not satisfied with mere consecration to work. Insist upon a complete preparation in order that consecration may exercise its greatest influence. The call to the teacher's chair, or the appointment to the teacher's office, should find in every teacher the knowledge and professional fitness with which to fulfill all that his office demands. We never will succeed in doing that work which as Catholics we are bound to do until we demand from every teacher, in every school and college, professional fitness. The question may be asked, How is this to be done? We answer, By a greater attention to the development of teachers in the different training schools of Catholic institutions, or by exacting a certificate of fitness from every teacher who presents himself for place in our schools. A high standard of examination for teacher's certificates will insure, on the part of the teacher, the training which will entitle him to be considered for the place. It is encouraging to know that this is a great advance along these lines, that teachers themselves are demanding better preparation. The novitates and scholasticates of religious orders, the normal schools of teaching communities, the University and all its departments of graduate work, all mark progress in the upbuilding of the sentiment towards a complete training of our teaching corps. Many of our religious institutes, with their well-defined methods of teaching, maintain a very high standard in the qualification for teachers. Yet there are some which need to be urged to give more time in their training-school or novitiate to the preparation for teachers. The experience of the class-room is not sufficient development, it is not fit for teacher or pupil. One of the great motives for the Catholic University is the training of teachers for college work. Its different departments of graduate study appeal to the Colleges and Seminaries of the country to send their best young men to be trained according to University methods in the scholarship that will fit them to honorably occupy chairs of the teachers by its establishment the Catholic educational system of this country has its opportunity for the preparation of teachers in the best possible way for the higher work in school, college and university. This conference should set its seal of approval in no uncertain ways upon the absolute necessity for the higher training of every teacher in our schools. It should insist that the College be known to us much by its brilliantly illustrated catalogue and its promises of everything in education, but particularly it should make its appeal through its teachers well fitted for their work, well trained in their departments, and anxious for comparison with men and women engaged in their same work in other colleges. When this moment arrives there is no doubt that our colleges will hold the noblest place in the work of higher education.

The Highest Type of Excellence in Musical Instruments is Exemplified in

BELL ART PIANOS and ORGANS

Every facility for investigating the merits of these High-Grade Instruments is offered by the

BELL ORGAN AND PIANO CO. LIMITED

GUELPH, ONTARIO

Toronto Warerooms: 146 Yonge Street
Catalog No. 164 for the asking!

If you are ..Renting or working for someone else, why not get a farm of your own in

New Ontario

For particulars write to

Wm. E. J. DAVIS,
Commissioner of Crown Lands,
Toronto, Ont.

80 YEARS' EXPERIENCE

PATENTS

TRADE MARKS, DESIGNS & COPYRIGHTS ETC.

Scientific American.

MUNN & Co. 311 Broadway, New York

AWNINGS AND TENTS

THE D. PIKE CO. LIMITED

123 King St. East, - Toronto

We have no branch office.

JAS. J. O'HEARN

House and Sign Painting

Grading in all its variety. Paper hanging, etc.

SOLICITS A TRIAL

OFFICES: 181 QUEEN ST. WEST 3 D'ARCY
Opposite O'Connell Hall Telephone Main 977

E. MCGORMACK

MERCHANT TAILOR

81 JERMAN ST. SOUTH OF YORK

TORONTO

Hotels

Empress Hotel

Corner of Yonge and Gould Streets TORONTO

Terms: \$1.50 per day.

Special Care given to the U.S. Service every day.

WINNIE W. DIBBETT - PROPRIETOR

St. Michael's College

(An Affiliation with Toronto University)

Under the special patronage of His Grace the Archbishop of Toronto, and Directed by the Basilian Fathers, Full Classical

Scientific and Commercial Courses

Special courses for students preparing for University Matriculation and Non-Professional Certificates.

Terms when paid in advance: Board and Tuition \$100 per year. Day Pupils \$50

For further particulars apply to REV. J. E. TERRY, President.

Loretto Abbey...

WELLINGTON PLACE, TORONTO, ONT.

This fine institution recently valued to over twice its former site, is situated conveniently near the business part of the city, and yet sufficiently remote to secure the quiet and seclusion so congenial to study.

The course of instruction complements every branch suitable to the education of young ladies.

Circular with full information as to uniforms, terms, etc., may be had by addressing

LADY SUPERIOR,
WELLINGTON PLACE,
TORONTO

School of Practical Science

Toronto.

Established 1878.

This School is equipped and supported entirely by the Frontiers of Ontario, and gives instruction in the following departments:

- 1-Civil Engineering, 2-Mechanical Engineering, 3-Mechanical and Electrical Drawing, 4-Architecture, 5-Analytical and Applied Chemistry.

Special attention is directed to the facilities provided by the School for giving instruction in Mining Engineering. Practical instruction is given in Drawing and Surveying, and in the following laboratories:

- 1-Chemical, 2-Analytical, 3-Mining, 4-Steam, 5-Metallurgical, 6-Electrical, 7-Mechanical.

The School has good collections of Minerals, Books and Models. Special Students will be received, as well as those who desire to take courses.

For full information see Circular.

L. D. STEWART, Secy.

ST. JOSEPH'S Academy

St. Alban Street, TORONTO

The Centre of Instruction in this Academy comprises every branch suitable to the Education of young ladies. In the ACADEMIC DEPARTMENT special attention is paid to the study of English, French, Latin and Greek.

Pupils on completing the several courses and passing a successful examination, conducted by the Principal, are awarded Diplomas of the University of Toronto. In this department pupils are prepared for the Department of Science of Toronto University.

The Studio is affiliated with the University of Toronto and awards Teacher's Certificates.

In the COLLEGE DEPARTMENT pupils are prepared for the University, also for the Junior and Senior Divisions of the University of Toronto, and for the Faculty of Education in the Department of Education and Typewriting. For Prospectus, apply to

MOTHER SUPERIOR.

St. Jerome's College,

BERLIN, ONTARIO, CANADA.

Through instruction in the Classical, Philosophical and Commercial Courses, special attention is given to the German and Polish Languages, and to the various parts of all necessary sciences except books.

REV. JACQUES FENESTRAC, C.S.B.D.,
President.

Loretto Academy

The usual High School studies are continued in a BOND STREET, in addition to a Special Course for Omeo Work, including Bookkeeping, English Correspondence, Shortland and Typewriting.

There is also an Academy for Boys under twelve years of age.

INCORPORATED TORONTO BIRTH A. D. 1880.

DR. EDWARD FISHER, Medical Director

THE HIGHEST EDUCATIONAL STANDARD AND STRONGEST FACULTY IN CANADA.

Pupils may enter at any time.

School of Literature and Expression

A strong, efficient Faculty.

Calendars and Syllabus Free

EDUCATION

Must have your attention. The New Catalogue of the

Central Business College Toronto

will interest you. It explains about the situation. It tells you why your school is the best place in Canada to attend. Write for your FREE CATALOGUE AND BROCHURE. You may start at once. You may wait until you have had a vacation. We have 12 teachers and 100 pupils. You may place at your disposal. Good Results Certain.

Address: W. H. SHAW, Principal

LOYOLA COLLEGE

MONTREAL

An English Classical College. Conducted by the Jesuit Fathers.

There is a Preparatory Department for Junior boys and a Special English Course for such as may wish to follow the ordinary curriculum. Prospects may be obtained on application to

THE PRINCIPAL.

MUSIC AND Musical Instruments

Whaley & Royce Co. Limited 146 Wellington Place, Toronto, Ont.