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EDUCATION OF TEACHERS.

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WHAT is the teacher's work? What qualifications must he possess to do his work efficiently? Are these qualifications natural or acquired? If acquired, how can they be best acquired? An answer to each of these questions in their order may assist in throwing light upon the more general question, How should the education of teachers be conducted?

The question, What is the teacher's work? may be variously answered, according to the stand-point from which it is viewed. The relation of teacher and pupil is complex, hence, not unfrequently, one or two of the elements of this complex relation is magnified into the whole. For example, many regard the teacher as simply an instructor, or the medium through which knowledge is imparted to the pupil. The teacher is, in a certain sense, an instructor. It is certainly one element of his work to impart knowledge, but it is only one, and perhaps the least important element of the whole. To judge cor-

rectly of this complex relation, and to determine the relative importance of all its elements, and hence the true nature of the teacher's work, we must view the subject carefully from the pupil's side as well as the teacher's.

The limits of a few short articles in THE MONTHLY will not permit any proper analysis of the pupil's nature, or of the transformation which takes place in that nature as it gradually unfolds in passing from infancy to manhood. Assuming, however, such an analysis, it may be safely affirmed, that in developing a symmetrical manhood, the pupil must acquire four things, namely, power, habits, tastes and knowledge. These four things, together, constitute the fundamental elements of a real education. They rank in importance, as factors of such an education, in the order in which they are named. The teacher's work centres upon these, hence it is necessary to note carefully their nature and relations to each other.

And first, the acquisition of power has reference to every part of our