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EDUCATION OF TEACHERS.

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IN the present article we are considering knowledge purely as an educational factor, as the source or cause of mental development or growth. This is the aspect of knowledge in which the teacher as a true educator is specially concerned. In being specially interested in this aspect he does not, however, depreciate other aspects. He knows right well the importance of knowledge from other standpoints, and with reference to other spheres of human investigation and progress. As a true man he is bound, however, to investigate and understand the phases and relations of knowledge that effect his own work. He is bound, if he would be successful in his profession, to settle clearly in his own mind the nature of the knowledge that serves as a cause of mental growth, and how this knowledge must be acquired to serve this purpose. These are the two things that claim our attention in the present discussion.

And first, knowledge, in order to be the source or cause of mental development, must mean well-defined consciousnesses. Hence the acquisition of knowledge must mean the acquisition of new consciousnesses of the *real*, the *true*, of things themselves, of actually existing entities, relations and phenomena. It must mean the acquisition of new personal experiences of what is, of what really exists, whether in the form of entities, relations or phenomena. This all means that the mind must become conscious of the truth itself, not of forms and symbols, not of meaningless words, as is the case with much of the so-called knowledge of our schools and colleges. Truth is the food of the mind in as literal a sense as matter is the food of the body. The mind which does not take in, decompose, digest and assimilate truth can no more be developed than can the body which does not take in, decompose, digest and assimilate phy-