

5. Have a definite end in view, and plan and work for that end.
 6. Remember the power to think, the habit of thinking, and the mode of thinking, are of greater value than the accumulation of facts.

7. Advance regularly. Let each day see something attempted, something done. "It is the steady gait that tells."

8. Measure your success by the improvement in the educational atmosphere. Your value to the district will depend upon the change you produce in the tastes and thoughts of the district.

9. Not all teachers may be able to work well in all the above directions, but every true teacher can work in one or more directions.

10. While trying to improve the climate, do not neglect sound intellectual food. Improve that also.

11. Every honest effort for good by the teacher will exert a reflex influence upon himself, and while trying to help others, he himself will receive most benefit.

WHAT A NORMAL SCHOOL SHOULD DO.*

A normal school is not an academy; it is not a high school; it is not a seminary; it is not a college. It is to the profession of teaching what West Point Military Academy is to our army. Any schools going under the name of normal schools which do not fulfil this mission, are falsely so called.

It is no more than natural, indeed it is necessary, that the normal school of the future should be very different from that of the past. Professional schools, designed to fit persons to skillfully apply the principles of a profession that could scarcely be said to exist, must have been experimental from the very nature of the case. But is the time not now come when it may safely be said that the true sphere of a normal school is clearly defined? And should not these schools proceed more rapidly to the ingathering after all of these years of sowing and cultivation, toward the realization in concrete results of this long investment of time, and thought, and experience?

The most ardent friends of these schools will readily admit that they are not accomplishing all they should, in view of the needs of the profession; but far from any desire among the friends of popular education to abolish these schools, there is the earnest inquiry "How may their efficiency be increased? Wherein do they fail to fully occupy their proper sphere?"

The unanimous experience of men and women most conversant with this problem is, to thoroughly disprove the idea that these schools can omit all academic work, that is, instruction in the branches of a text-book education. This is true for the same reason that it is found necessary to thoroughly re-teach a cadet's mathematics at West Point, no matter where he may have received his training. It may be no discredit to the methods of instruction possessed in the high school or college that they are not adapted to teachers, any more than to preachers; but it is a stubborn fact, attested by the experience of thousands of teachers and students in normal school work, that in order to get the complete mastery of a subject for professional use in the school-room, that subject must be studied with that end in view.

It is, therefore, laid upon normal schools as an imperative necessity, that they give attention to the *matter* of an education. But it is equally important that these schools be strictly *method* schools in the broadest and best sense of the term. They must be professional schools. They should be the fountains from which shall

flow the purest streams of thought upon the question of popular education.

The first and most important thing to attend to, if these schools be brought up to this very desirable standard, is the employment of competent teachers in the schools. Not competent in the general sense of sufficient book knowledge, and good character, for the schools are already well supplied with such teachers, but peculiarly able in technical skill, and in that power demanded of those who essay to teach teachers. They must have the most active and intense sympathy with the common public schools. Without this the conception of the proper work of a normal school teacher is impossible. Such a teacher must see what his students will do in their schools because of the influence of his work. He must comprehend the common school work as the work of the state, and be familiar with its needs, its faults, its virtues, and its aims.

But the thoroughly qualified teacher will be alive to the subject of method. He will know the whys and wherefores of the particular plans he uses in his own work, as well as progressive in devising and adopting new methods. He must grasp comprehensively the underlying laws of education, and be able to lead the mind of his pupils back from a specific method of teaching to the conditioning principles governing all true methods. He must see, and be able to make others see the relation of subjects taught to the mind of the learner, and be able to trace out with vividness the mental processes involved. Such teachers our schools demand; such they will have.

This would make possible the organization of every department of a normal school into a *method department*, and would make every class a *method class*. Herein is the key to the entire problem. Not only should a teacher in a normal school be required to teach all of the subjects belonging to the common school curriculum, but he should give thorough instruction in the method of teaching each subject in any grade of work. This will keep the teacher out of ruts, and prevent his withdrawing himself within the narrow circle of his own specialty. Students will be saved from becoming mere echoes of some teacher of methods. They will be made acquainted with various avenues of approach to certain subjects, and be continually referred to the principles of the science of education.

This plan would not do away with a special department for professional training; it would rather help to deprive the work of this department. It would enable the teacher of methods to greatly broaden out his work to enter the fields of the history and philosophy of method, and to thoroughly teach those laws had in common by all the subjects of the school course.

If thoroughly qualified teachers constituted the faculty of a normal school, there is nothing in the nature of the case to prevent the operation of such a plan. The teacher can follow through a subject according to the best method he knows, with a view of merely acquainting his class with the matter of the subject; then, on careful review, he may examine into his own method with his class; and require of them a thorough mastery of the methods by which this subject can be best presented.

After a while, when these students enter their own school-rooms, they will know *how* to teach other subjects than those only that they have studied with a "method teacher."

The little addition of time needed for this kind of work would be amply repaid to the state in the increased efficiency of the pupils from her normal schools. It would certainly greatly increase the value of the work done by the undergraduates. It would further tend to bring the schools into closer sympathy with the common schools, and cut off much of that false pride that would make normal schools nothing more than academies with patent-attachments.

* By Prof. T. J. Gray, (Normal School, St. Cloud, Minn.), in "New York School Journal."