

WHY TEACH PSYCHOLOGY TO TEACHERS-IN-TRAINING
AND WHAT KIND OF PSYCHOLOGY DO THEY
NEED?*

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FOR two classes of men and women there is no real problem in connection with the training of teachers: the first is composed of those so gifted that they seem to be teachers by nature—no method of training will harm such unless it be absolutely wrong, and indeed, they may survive even that treatment; the second is composed of those who can not be made teachers by any kind of training.

The problem of the training of teachers arises when one faces the great mass of men and women whose mental aptitudes, at least so far as we are now able to recognize and determine them, are equally adapted to many different lines of activity. For such the great question is what kind of training will do most to equip them for the work of teaching in our schools?

This question, stated thus in the abstract, need not, however, be approached altogether in this way, for there are certain very definite limitations to the conditions under which we in Canada *can* approach the problem. We are not given the boy of eight, ten or twelve years of age and asked to plan a course which will fit such a one to teach at, say, the age of eighteen or twenty. Rather, young men and women come to the various training institutes at sixteen, eighteen, twenty or even later in life, having behind them such training as our high schools, collegiate institutes, colleges or universities give, and the normal school or other institution is asked in one year

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