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THE TRAINING OF TEACHERS.

The following remarks on this subject by Dr. Rand, Superintendent of Public Instruction for the Province of New Brunswick, form part of the address delivered by him on the occasion of the recent opening of the new Normal School building at Fredericton. At a time when so many County Model Schools in this Province are just beginning their existence as training institutions, too much light cannot be thrown on the nature of the work Normal Schools are designed to perform, and the manner and spirit in which the masters should discharge the duties devolving upon them:—

The theory upon which this institution has been established and is to be conducted is that every person has more or less of the talent requisite in the teacher. All are born with the same order of faculties. No sound mind is wholly destitute of reason, judgment, memory, imagination, association. Firmness, decision, the power to stimulate and command, are vouchsafed in some degree to every individual, and each of these powers is susceptible of cultivation. That which is weak, may, by a judicious course of exercise, be developed and made comparatively strong. Whatever may be regarded as the necessary natural endowments of a teacher

must exist to some extent in all persons. By a proper system of special training, these natural endowments will be strengthened and the individual made capable of more acceptable service than would otherwise be at all possible. Some, indeed, there are who can never be made successful in this calling, and the same will hold true in regard to all professions and occupations. Henceforth in this institution only those students who, in the judgment of the faculty of instructors, give satisfactory evidence of possessing at least fair professional ability, will be admitted to examinations for license. It is sometimes claimed that a thorough knowledge of the subjects to be taught is all that is necessary for successful teaching. But observation, reason and experience alike concur in refuting this assumption. That a teacher should thoroughly know the subject he professes to teach, is of course admitted; but the question at issue is to be decided, it should be remembered, by considerations lying on the pupil's side of it. The process of thinking, by which the pupil learns, is essentially his own. The teacher can but stimulate and direct, he cannot supersede it. He cannot do the thinking necessary to gain the desired result for his pupil. The problem which he has to solve, therefore, is how to get his pupil to learn: and it is evident that one acting as teacher may know the subject without knowing the best means of making his pupil know it too. He may be an adept in his subject, but a novice in the art of teaching it—an art which has principles, laws, and processes peculiar to itself. Scholarly attainments are indispensable, but a clear insight into, and a warm sympathy with, child nature; a mastery of the art of questioning; the ability to command, control and influence the young; a knowledge of the history and nature of education; of school organization and management, and of good methods of conducting the complicated operations of the school,—all these and many other things are not less important to him who would teach successfully, than good scholarship. There are immutable principles in education, and there are methods based upon them that must be modified according to the circumstances of time, place and persons, under which they are to be applied; and did the characteristic work of this Normal School stop with the consideration of these, I should have small hope for its large success. The young teacher needs to have the theories of the classroom embodied, as perfectly as possible, in the conduct of actual schools before his very eyes; and to be trained by instruction, practice and criticism to a practical knowledge of principles and methods, and to their judicious application to the details of school work. The lower story of this building is equipped for model and practising schools having a consecutive course of instruction covering the first eight years of school life, and therefore affording a sufficient field for the application of the principles of management and method to the general school work of the Province. For the first time since the introduction of the present school system, and indeed, as far as I am aware, for the first time in any existing Normal School, the student-teachers will have equal facilities for observing and practising in both graded and ungraded, or miscellaneous, schools. This is a matter of great moment to the school districts throughout the Province, since about sixty-six per cent. of our school children are residents of rural districts, in which, from lack of sufficient population, the conditions for graded schools cannot be had. These increased facilities are secured by the use of adjustable school desks, so that such portions of the several grades of pupils in all the departments as the Principal of the Normal Schools may find necessary, may be assembled in their respective school rooms, and for any period, without difficulty or disorder. As my experience and observation of the training of teachers increases, the more sharply do I recognize the great difference between the science of education and the art of education, and, therefore, the absolute necessity of making practising schools a very important part of the course of our student-teachers. Science tells us what a thing is and why it is. It deals, therefore, with the nature of the thing, with its relations to other things, and consequently with the laws of its being. Art derives its rules from this knowledge of the thing, and its laws of action, and says: "Do this or that with the thing in order to accomplish the end you have in view. If you act otherwise with it, you violate the laws of its being." Now the rules of art may be carried out blindly or intelligently. If blindly, the worker is a mere artisan—an operative who follows routine, whose rule is the rule-of-thumb. If intelligently, he is a true artist, who not only knows what he is doing, but why this process is right and that wrong, and who is furnished with resources suitable for guiding normal, and correcting abnormal, action. All the operations of the true artist can be justified by reference to known principles. Art and nature are not really