

THE TRAINING OF THE TEACHER.

WITH ILLUSTRATIONS FROM THE NEW YORK COLLEGE FOR THE TRAINING OF TEACHERS.



MODELING MAPS IN PUTTY.

IT is very instructive to study the development of the professional teacher. In earlier times teaching was the duty of the parent, a little later a function of the priest. Herabanus Maurus himself, who holds the proud title "primus præceptor Germaniæ" even against Melancthon, could not see that the monk who was to become a teacher needed anything more professional than broad culture, high character, and sound learning.¹ But the training of the teacher, to be adequate, must include professional knowledge and skill in addition to these general and very desirable characteristics. This professional element in the teacher's equipment is to be gained by the study of the history and philosophy of education, which unfold the principles on which education is based and the story of their growth and development; by the study of psychology, which familiarizes the future teacher with the characteristics and qualities of the human mind and the laws of

¹ "Scientiæ plenitudinem, et vitæ rectitudinem, et eruditionis perfectionem."

its development; and by the study of the methods of school organization and instruction, by which he is informed of the best results of experience in the field of educational practice. This knowledge is not to be gained by what is vaguely termed intuition, nor by imitation alone.

The absence of any proper and adequate professional training in the past — of over three hundred and twenty-five thousand teachers in the United States, but a small proportion are graduates even of normal schools — has made itself felt not only in the schools of the United States, but in those of Europe as well. The work of the schools, speaking broadly, has been poorly done and the mass of the school population has not even been properly instructed, much less educated. It is not meant by this that the common school, the world over, has accomplished nothing; for the history of Scotland since Knox, of the United States under the Constitution, of Prussia since Jena, and of France under the Republic, tells a far different story. But popular education has not accomplished all the results hoped for, simply because popular education does not as yet exist. The framework, constitutional and administrative, is generally provided, but the proper supply of the necessary agents, thoroughly trained and equipped teachers, is not yet forthcoming. Reasons may doubtless be given why this is so. The teacher's salary is small and his tenure of office is insecure. These obstacles are not easily removed. In the United States the absence of any national system of education makes their removal a matter of extreme difficulty and one involving great loss of time. Public opinion — which, as our latest and kindest critic, Mr. Bryce, says, is not made, but grows in America — must stimulate State, municipal, and district authorities in turn before any appreciable results can be secured. The process is a laborious and uncertain one, for the name of these authorities is legion. Because these obstacles are not removed, the profession of teaching involves a sacrifice which the lawyer, the physician, or the man of business is not called upon to make.

Another consideration, and a very important one, deserves notice. The fact that the universities have very generally neglected to provide instruction in the science of education has had a powerful influence in retarding the



A CLASS IN DOMESTIC ECONOMY.

progress of the teaching profession. In view of the relation which in any sound system the universities should bear to the schools and to the state at large, this neglect is nothing less than culpable, and the efforts now making to repair it come too late to prevent serious loss to the cause of popular education. At least nine German universities, two Scotch universities, and six of our own institutions of first rank have recognized the claim of the science of education to a place in their calendars. It is only a question of time when the English universities and the older and more conservative of our American colleges will follow their example. What has been lost by the delay is pictured by Professor Laurie when he says, "Had Roger Ascham's college, at Cambridge, founded a lectureship on the first two books of Quintilian and on Ascham's own work, and done nothing more, the whole character of English public education would have been revolutionized more than two hundred years ago. We should have been as great a nation, measured by the standards of imperial power and wealth, but our citizens would have had a better use of their brains, greater love of truth, more open minds, more kindly hearts, more of wisdom, justice, righteousness." Enough has been said to show that while the adequate training of the teacher is not a new subject, yet any general recognition of its importance is new. Indeed it would be concealing the truth not to say

that its earnest advocacy is to-day chiefly in the hands of those educationists who are known among their fellows as radicals and progressives.

It seems clear enough that certain fundamental principles of this professional training may be laid down. In the first place, it should follow the secondary education and be wholly distinct from it; and in the second place, it should include the practical work of teaching under competent supervision and criticism, as well as the study of educational theory. These two principles should be examined separately and somewhat carefully.

If the teacher's professional training is to follow his secondary education, it should not be begun before the student is at least eighteen years of age and in possession of what is known as a good high-school or academic education. This is the foundation on which any special education should rest, and on which it must rest if it is to be really valuable. If a college course can be added, so much the better; but the number of those who seem to be able to spare the time and expense for this advanced instruction is not large. It is not easy to see how this position as to the necessity of separating the general education from the special training can be gainsaid, yet the normal schools of this country, almost without exception (there are a few notable ones), violate this principle entirely and plead the force of circumstances as

their justification. The result is that too many normal schools are but high schools with a slight infusion of pedagogy in the curriculum of the last year. More often than not students graduate from these schools before they are eighteen years of age, and before it is possible for them to have acquired that necessary general education which should precede any special and professional training whatever. Students thus graduating become at once teachers in the common schools, and at the expense of the education of countless children slowly acquire that "experience" which is to serve as a substitute for the training they have not secured.

a knowledge of them from candidates for admission, and only refer to them again to discuss their pedagogic relations and for the purpose of explaining how their subject-matters may best be taught.

As to the principle that the professional training of the teacher should include the practical work of the school-room under proper supervision and criticism, there is little difference of opinion. But the practice of normal schools falls far below their professions in this respect. The student teaches in a practice school for a few hours each week or for a few days each month, but this is not sufficient either in



A LESSON IN SLÖJD.

This is a serious evil and one which is not being very rapidly remedied.

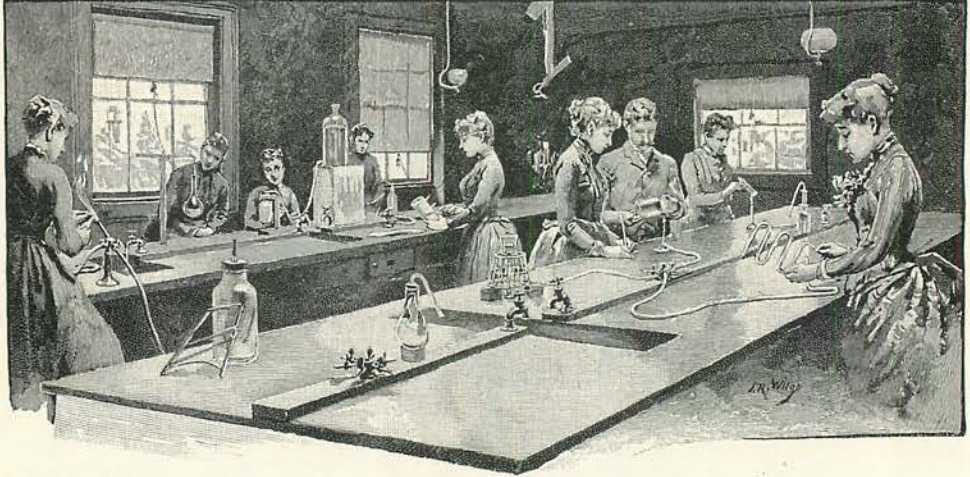
The contention of some normal-school principals that unless the students receive their general education under the normal-school roof it will not be good for anything will not bear examination. An educational system cannot be built up on any such basis as that. Trust, not distrust, must be the motto. The grammar schools and the high schools must be trusted to do their own work properly; the normal school can protect itself by its entrance examination. In teaching elementary or secondary subjects it is leaving its own sphere and entering that of another. The law school does not teach history, nor the medical school reading; neither should the training college give instruction in those branches. It should demand

quantity or in quality. In some of the German training colleges, certainly in that at Weimar, the student has a subject assigned him which he teaches uninterruptedly for a whole year in the practice school; and careful preparation for this instruction is made. This arrangement is held to be necessary in order that the student may obtain real grasp of his subject and familiarize himself with the special needs of the children whom he instructs. That the German practice in this respect is superior to that common among ourselves is very apparent. It should be that at which we aim.

On these two principles, and on the further one that manual training should be an integral part of the common-school course, the New York College for the Training of Teachers has been founded, and on these principles it will

be developed. Its aim is to equip teachers thoroughly for the work of elementary and secondary education and to insist that in that education, and consequently in the equipment of the teacher, manual training must be permitted to occupy that place which history, philosophy, and science unite in saying is its due. This is not the place to discuss the subject of manual training. An unbroken series

of instruction. Under the head of manual training, female students only are prepared to give instruction in sewing and cooking, and male students only, when the necessary arrangements shall have been completed, in metal-working. Both male and female students are prepared to teach drawing and modeling, the Swedish *slöjd* (pronounced *sloyd*), which is the most useful form of constructive work for



THE SCIENTIFIC LABORATORY.

of successful experiments has rendered further argument unnecessary. It is an established fact; but the College for the Training of Teachers is perhaps the first institution of its kind to accept it as such, with all that such acceptance implies. Inasmuch, however, as manual training is not generally taught in the schools and it would be impossible to insist upon candidates for admission having a thorough knowledge of it, the first principle which we have laid down above must for the time being be violated. The work of the elementary and secondary schools must be supplemented in the training-college course by that instruction in manual training which will shortly be generally given in those schools themselves. When this is the case, the training college will treat the various divisions of manual training precisely as it treats geography and spelling. That is, it will require knowledge of them for entrance; and only discuss their history and educational value and develop the best methods of presenting them to children.

Candidates for admission to the College for the Training of Teachers are required to be at least eighteen years of age, and either to pass a prescribed examination or to present a certificate of graduation from some approved academy, high school, or college. Pupils of either sex are admitted on equal conditions and are given pretty much the same course

pupils from ten to fourteen years of age, and wood-working. The excellence of the work done in wood by female students has excited no little surprise and some derision. The surprise, however, has been confined to those who have not kept pace with educational progress, and the derision to those who continue to see in manual training not education, but preparation for trades.

Instruction in these various branches of manual training shares with the study of the kindergarten and psychology the larger portion of the first part of the junior year. The careful and systematic study of children, their habits, powers, and peculiarities, is begun at once and is carried on throughout the entire course. In fact, it is principally from this study that the future teacher is to gain at the college that store of information which serves to make up what the world knows as "experience" in handling classes of children and in instructing them. A plan has been perfected by which the method of recording observations of this kind, begun at the Worcester (Massachusetts) Normal School a few years ago, will be extended and made a very prominent feature of the study of the child's mind and its development.

The work in natural science, which has so important a place in the curriculum, is designed to serve two purposes. It trains the students in habits of accurate observation and logical

thought, as well as in the methods of experimentation, and also fits them to construct from very simple and accessible materials the apparatus with which to illustrate in the school-room various physical, physiological, and mechanical processes. It is intended by the faculty to make, in connection with this science training, a fair test of the assertion of Professor Lintner, State entomologist of New York, that entomology is superior to botany as a means of training the child's power of observation.

Just as natural science is made to serve the teacher's professional purposes, so is history. The teacher needs a highly cultivated imagination and a power of illustration, which the study of the philosophy of history and the progress of civilization can supply. In order to gain this the curriculum contains instruction of this character, and it is carried on in connection with a carefully chosen course of collateral reading.

The science of education — the *pädagogik* of the Germans — is almost unknown in this country, as is the fact that Paulsen lectures on that subject to three or four hundred students each semester at the University of Berlin. It is to be developed at considerable length at the college by educators who have made it a subject of profound study. It includes a discussion of the philosophical principles underlying the theory of education, such as that given by Waitz and Rosenkranz, and also an examination of the relation of the family and the state to the work of education in the school. The subject of educational values, the relative importance of various subjects of study for the work of mental development, is also included under this head.

Instruction in the methods of teaching, in school organization and discipline, connects itself naturally with the foregoing and constitutes what is known as the art of education. It embraces didactics, discipline and punishment, school hygiene, and kindred topics. The art of education is studied experimentally as it were, for its precepts are to be observed in operation in the school of practice, and, under proper supervision, applied there by the students themselves. In all this mere formalism is to be guarded against, and this saying of Rosmini must be continually borne in mind: "It is true that the teacher, enriched by his own experience, can communicate what he knows to his pupil; but the teacher himself will, if he is wise, make himself the interpreter and disciple of nature, and lead the child's mind to the knowledge of truth by the same

gradual steps he would have to follow in gaining the knowledge for himself by the much longer road of experience."

The history of education is an education itself, and contributes largely to the professional training of the teacher. It includes the study of the development of educational institutions as well as that of educational theories, and involves a critical analysis and study of such works as Plato's "Republic," Quintilian's "Institutes," Luther's "Letter to the Burgomasters," Milton's "Tractate," Rousseau's "Émile," and Froebel's "Education of Man." It describes and compares the contemporary educational institutions in various countries; it discusses the gymnasium and the *realschule*, the *lycée* and the English board school, the question of technical education and that of electives in colleges, compulsory education laws and national aid to education in the United States.

The student who has in this way compassed the science of education and its history, the art of instruction and its practice, is entitled to his baccalaureate degree in pedagogy. The degrees of master and doctor are reserved for even higher attainments. The degree of bachelor of pedagogy is to be to the teacher what the doctorate of medicine is to the physician — at once an evidence of thorough professional preparation and a license to practice.

A single institution cannot do much directly in so large a country as our own to supply the schools with properly equipped teachers. Even should the number of its graduates reach several hundreds annually, the teachers of the United States are numbered by the hundreds of thousands. Indirectly, however, it can and will accomplish a great deal. It will serve as a stimulus, and, it is hoped, call many similar training colleges into existence. But should this hoped-for result not follow, it will serve to bring home to the teacher a full appreciation of what it is to belong to a profession which boasts a splendid history, a scientific basis, and a classic literature; a profession to which Alcuin and Abelard, Colet and Comenius, Pestalozzi and Froebel, Thomas Arnold and Mark Hopkins belonged; a profession that has counted and still counts among its members some of the truest, noblest, and best men and women who ever lived. It will improve the character of popular education and through it the quality of citizenship, particularly citizenship in that nation which Abraham Lincoln declared to be "conceived in liberty, and dedicated to the proposition that all men are created equal."

Nicholas Murray Butler.