

HIS INAUGURAL.

Dr. Crocket, New Principal of the Normal School on Duty.

ADDRESS TO THE STUDENTS ON EDUCATIONAL SUBJECTS.

Thinks Prof. Robertson Too Enthusiastic.

Dr. William Crocket, who is to act as Principal of the Normal School during the absence of Principal Mullin to South Africa, assumed charge of the institution this morning. Dr. Inch, chief superintendent of education, was present and formally installed the new principal into office.

After the usual opening exercises, Dr. Crocket, addressed the faculty and students as follows:

Though I am a stranger, so far as I know, to all of you, I am no stranger to this platform, or to these walls, nor am I, I am happy to say, a stranger to any member of the faculty. I have been associated with most of them in the work of this Institution for many years and I rejoice to renew our cordial relationship; and from my personal knowledge of the work and character of the others, I am much pleased to meet them here as co-laborers. I have been led in the good providence of God to return to this familiar field, and I do so cheerfully and with a spirit, an interest and a zeal in no way abated, and shall be glad to contribute in the best way I can to the educational interests of the Province. One who has spent the best part of one's life in the activities of an arduous and useful calling cannot but feel as did that hero of ancient times. "How dull it is to pause, to make an end, not to shine in use."

I hope and expect, ladies and gentlemen, that as we come to know each other we shall come to have that mutual respect and esteem which is begotten of mutual trust and confidence. It will be my aim to give you the best opportunities I can in your preparation for that calling which it is your purpose to pursue, and I am hopeful that it will no less be your aim to take full advantage of these opportunities.

The primary object of your presence here is, I need not tell you, to acquire a thorough and practical acquaintance with the principles of teaching and school management. I shall endeavour during the short period of the session that still remains, to cover as comprehensively and effectively as possible the fundamental principle, embraced in the prescribed course. I may perchance occasionally touch upon ground which you have trodden before, and if I do so you will rather gain than lose thereby. Your views will become more confirmed and your knowledge more deeply impressed, while you will at the same time have the benefit which arises from the study of a complete and consecutive course. Should it appear however, that you are as familiar with any of the subjects proposed to be discussed as may warrant their omission, I shall not dwell upon them longer than to indicate their purposes and relation in the common school course.

With respect to the purpose and relation of subjects in a course of instruction, I just wish to say here that the subject

will be fully considered in connection with another subject, which will shortly be brought before you viz., "The Function of the Public School." In regard to this important subject I may be allowed on this occasion to refer for one moment to the claims that have for some time been made for the recognition and incorporation into the school course of certain subjects of a practical nature so called; and also to the impetus that has of late been given to these claims by the establishment of manual training schools in the several provinces of the Dominion, through the unbounded munificence of Sir William MacDonald and the powerful and convincing addresses of Prof. Robertson who has so well planned and organized the whole scheme. Some of these schools are also in the meantime designed to prepare regularly licensed teachers, and studious teachers to conduct efficiently this department of their work in the event of the subject being made compulsory, which seems now more than probable. If there are therefore any of you who are not availing yourselves of the privileges now afforded you in the manual training or Sloyd rooms of this building you may hereafter find the neglect to work to your disadvantage. While I am in full accord with this movement and rejoice at what seems to me a practicable solution of the question, I cannot agree with Prof. Robertson on the extravagant estimate he places upon the value of this subject. When he tells us that manual training is to be the culture of the age and that one half of the whole school time will be devoted to its study, he goes like so many ardent enthusiasts beyond all reasonable bounds. The subject is an eminently useful one and like drawing, applicable to all classes. The pupils will be much interested in its study which will tend to enhance their interest in school work generally and secure more regular attendance. These are important and desirable ends, but the educative value of the subject is in its nature much below that of several other subjects of the course. Courses of instruction should change with the changing times and make provision for fitting pupils to play their part in the activities of the times they live in, but we must not forget that in the discharge of our duties and relations in life we require thinking power and moral strength in no less degree than skillful handicraft. Man does not live by bread alone. The near future will, I believe, witness a revision of school courses in the several provinces of the Dominion, but whatever changes are made they will no doubt be based as heretofore, upon the educative as well as the utilitarian value of the respective subjects, and with due consideration to the thought and needs of the times. Though the state, as is its right, prescribes courses of instruction, nevertheless the discussion of these subjects at a Normal School when the principles of teaching and school management have been fairly mastered, will give teachers deeper and wider views of their calling and of the

relation of the school to the public interests.

Now just a word as to the opportunities for practice provided by the institution. Theory and practice go to make knowledge complete. The one is the complement of the other. The Model Department, which is the right arm of the Normal School will be utilized for purposes of illustrations and practice. Such arrangements will be made as it is hoped will facilitate the accomplishment of these objects while care will be taken to guard the interests of the school as an integral part of the city system. The details of the arrangements will be announced without delay. You will have besides as hitherto, special illustration and practice in your respective classrooms. The faithful criticism which will follow both the regular and special practice will do much to give you a hold and a grasp of the principles which underlie all sound and successful teaching. I trust also we shall be able to make such arrangements from the several departments of the model school as shall illustrate how miscellaneous schools which form so large a proportion of the schools of the province, may be successfully conducted.

I shall not detain you longer with further prefatory remarks than to express again the hope that your attendance here will be both pleasant and profitable to all of you, and that by the end of the session you will be equipped with sufficient knowledge and skill to enter intelligently upon your honorable and useful calling and above all animated with that spirit of high purpose and endeavor which is essential to genuine success in every sphere of life.

Don't Forget.

Do not forget the remnant sale at Edgecombe's tomorrow. There will be something for men, women and children and also for housekeeping purpose. The sale begins at 9.30 o'clock, and is strictly for cash.—d.

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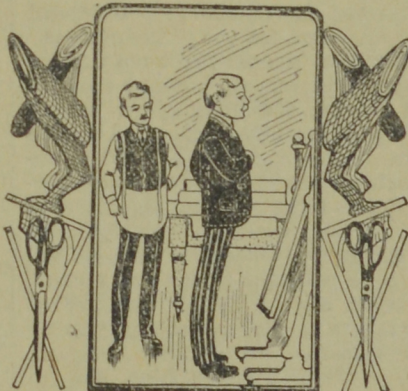
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