

students in his subject is usually a laboratory tinker, and sometimes a mere pretender. Doubtless men who are deeply interested in research should be relieved of some of their teaching work, and I think that a man who does, say, four hours of teaching work a week will do as good and even better research work than if he did no teaching at all. His researches will help him to throw ^{new} light on his teaching and his teaching will help to keep his mind clear on fundamentals. All real truth is simple and can, therefore, be simply taught.

Education

This department has only just been founded by the appointment of Professor Clarke. As the department, however, is one in which I am intensely interested I may, perhaps, be permitted to offer a few general suggestions.

A department of Education in a University is in a peculiar position. It is not a little Normal School or Teachers' Training College within a University. If it attempt to be that and no more, it will fail. The Professor must be first of all a University man and he must, therefore, be interested in education from a University elevation. He must be himself an example of fine scholarship, else he will not command the respect and co-operation of his colleagues. He must also be familiar with the literature on the philosophy and psychology of education, else he will not command the respect and support of educationists in other institutions and in the community. He has, however, no position or power to influence the schools of the community save as a student and sympathetic adviser. He is not an administrator. He is a teacher of teachers and an exponent and critic of educational ideas and values in the University and in the community. He is that and nothing more. He has, however, plenty to do, and his task is a big one and his field well defined.

The History of Education, that is, the history of what men have done in all ages to educate themselves, and of the institutions they designed for that purpose, is undoubtedly the most fascinating and suggestive chapter in all human