

School teacher. Some of these may be mentioned:-

- i. A course in Educational Psychology. Much of this is technical and is properly to be undertaken by a Department of Psychology.
- ii. A general study of the physical life of school-children, particularly as that is affected by school conditions.
- iii. Training in the right use of the voice. This is not a matter of pronunciation merely, still less, (God forbid!) of "alocation". Students must be trained to use their voices artistically if possible, but at least economically, (without undue strain to themselves), and effectively, (without undue strain to their pupils).

It is still insufficiently realized that, as a rule, a good deal of training is necessary to secure this end. Even the student who enjoys natural gifts in this regard is the better for it. (N.B. With voice will go gesture and what may be called "teaching-deportment", in a word, the dramatic effect of the teacher).

- iv. Most of all, perhaps, provision is needed for further study of teaching-subjects from a teacher's point of view. Even the student who has taken a good Honours degree in a subject is not, for that reason alone, qualified to teach it. He needs to undertake a certain amount of re-learning: to explore the bases of the subject; to turn it round, as it were, into the genetic order, - the order in which it takes form in the mind of a beginner; - and to study the collateral processes and agencies by which this central growth can be assisted.

Failure to do this means, too often, stiff and devitalized teaching, above the heads of pupils and failing to touch the real springs of learning in them. A graduate with an Honours degree in a subject has, indeed, the main equipment for teaching that subject, but it is a disastrous error to assume that he has achieved thereby all that is needed.

For none of these essentials is any assured provision made at present.

4. Immaturity of Students. It is impossible to survey the real task of education as the conditions of the future will determine it, and still to go on believing that it can be adequately met by immature and ill-equipped youths and maidens who are themselves little more than children.

Only a false and wholly inadequate conception of the work to be done can account for current assumptions in regard to the qualifications of those who do it. There is abundant evidence, for example, that the marked reluctance of capable men students to take up teaching springs from a feeling that teaching is not a real man's job, and this in turn, arises from the widespread popular misconception of what the work really means. It looks upon teaching as a species of nurse-maid work which no man would take up permanently if he is capable of anything more manly.

The only instrument that can combat this disastrous misconception with any hope of success is the University, and it can do so by laying stress on the achievement of intellectual and moral maturity as the primary condition of entrance upon a course of training as a teacher, - at least as a High School teacher.

This condition should take the form of insistence upon a bachelor's degree as a pre-requisite before training is commenced. I do not advocate this as ideally the best arrangement. It might be better to require a full course of five years from matriculation, organized as a whole to produce a High School teacher, and providing within itself opportunities for