

pose, with the conscious adoption of means to an end; supplementing that immense variety of other influences which promote the welfare of the young.

Finally, before leaving the definition, let us notice that it affects the status of the teacher in his attitude towards those corporations under whose authority he acts. We teachers are the servants of society, not its masters; although tradition would ascribe a domineering spirit to our profession. As private individuals we may hold many private opinions, on politics, morals, manners, religion, but as teachers employed for public ends we are bound to distinguish between matters which concern private judgment and those which affect our relations with children; and this reserve, which society claims from us, we can, in return, expect from the authorities who control our work.

I have spent some little time upon this form of definition because I wish from it to trace the three principal departments of the study of education.

Firstly, we have to determine what constitutes "the welfare of the rising generation." What are we, as teachers, to set before us as the goal for our work? In a word, what is the *Aim of Education*, the business of the teacher?

Secondly, what steps does the adult society take to achieve this end? What are the functions and mutual relations of the family, the State, and the other corporations which undertake the task? How do these stand with regard to the teacher? These inquiries, which, as I have urged above, make a special claim on our attention at the present day, may be grouped under the title *Administration of Education*. Hitherto, it has not been the custom in our training colleges or in teachers' examinations to give much attention

to this branch of study, but I have found that it proves of interest to teachers. I therefore propose to assign a few lectures to it.

Thirdly, we have the large field of inquiry within which the province of educational theory is more usually confined; we contemplate the task of the teacher, when brought face to face with his pupil and his school. I have used the terms "Conduct" or "Practice" of Education to indicate this branch of study; the latter term, "Practice," is perhaps the most intelligible, but, owing to the contrasted use of the terms "Theory" and "Practice" in another sense, some confusion of thought may arise; hence I usually prefer the term "Conduct."

You will observe the order of these three divisions: first, Aim, then Administration, then Conduct. This order is not indifferent; you cannot safely arrange your ideas as to the administration of education in any community until you have resolved what are the ends that your plan is to achieve, nor can the teacher hope peacefully to enter upon his task until his status and his relations to those whom he serves have been determined.

This third department of study obviously claims the chief attention of students and teachers, and, on turning to the Lecture List, you will observe the manner in which we seek to cover the ground. First of all, we have to contemplate the child, the subject-matter around whom all our interest centres. In Courses IV. and VIII., the aid of physiology is sought in order to understand the child as a physical organism; in Courses V. and VI., the mental life of the child* is brought under review. Assisted

* It will be observed that the term "child" is technically employed to include all who are subject to the educational process.