

practical motive for doing much work now done without any sense of its bearings. We all agree—or almost all—with great cheerfulness to the proposition that character, not information, is the end of education, and then tamely submit to, or wilfully create conditions which make it impossible that the school should be an active force in character building. But the greatest of these conditions is that the information gained does not find outlet in action. Absorption, income is the rule—and then we wonder whether learning tends to selfishness! I do not believe any more helpful inspiration could come into any school than the conviction that what is being learned must be so learned that it may be of service in teaching others.¹ This is not the place to discuss ways and means of practice work, but I believe the solution of this difficult problem will be in the discovery that it is stupidity to suppose that there is no alternative between no practice teaching, and the turning over of whole classes to the pupil-teacher at the outset. The latter method of necessity throws the teacher into a mechanical attitude, it not only does not tend to, but it hinders, the development of sympathy and psychological insight. The proper place of the pupil-teacher is as a helper, here, there and anywhere that he can discover something to do, dealing with a few individuals in their personal difficulties, rather than with the "teaching" of a class *en masse*. This personal relationship once secured, the pupil-teacher will be in a healthy attitude when dealing with a

class as a whole. Moreover this method would go far to relieve that congestion where one teacher deals with from forty to sixty pupils.

2. A training course does not mean so much new subjects for study as a new interest in, and a new point of view for existing subjects. I do not think physiology would be any the less well learned as physiology if emphasis were thrown upon questions of ventilation, of hygienic seats and postures, of the importance of correct muscular attitudes and gymnastic exercises, of the use and education of the senses of touch, sight and hearing, and a thousand other points. What is true of physiology is true in kind, even if in less degree of all the sciences. It is not so obviously true of the languages and of history, but even here contact with the needs and methods of younger children would serve to fertilize rather than to deaden the material. What is required in any case is a selection and adjustment of subjects already taught, rather than a large number of new studies.

3. Two new studies however are required. These are psychology and social ethics. If asked eight or even five years ago about the advisability of introducing the subject of psychology into the high school, I hesitated and doubted its wisdom save under very exceptional circumstances. For various reasons, the danger was great that psychology would be made a formal thing, the study of a text-book, with its definitions and classifications, rather than of psychical life itself, a study pursued by memorizing very largely. There was a possibility, if not a probability, that the text-book used would be a rehash of the state of the subject as it was fifty years ago. But this is now changed. One can have these out-of-date books and follow dead and mechanical methods if he will, but other and fresher possibilities are easily open. There are plenty of

¹ I hope I may be pardoned for repeating what an instructor of one of our best high schools said to me in private conversation—it went so much beyond what I dared say. It was that no person ought to be allowed to graduate from the high school until he had put to use his knowledge in teaching; that this was the best test and the best guarantee for sure assimilation.