

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, is undoubtedly the most fascinating and suggestive chapter in all human life. This subject is usually taught imperfectly because the ordinary pedagogue hasn't enough scholarly interest to appreciate its importance. The Philosophy of Education, too, is of great interest. Such problems, for example, as The Aims of Education, The School and the Individual, The School and Society, The Relative Claims of Literature and Science in Education, The Sequence and Correlation of Subjects in the School and the University, etc. etc., all fall in this field, and they also have a brilliant literature behind them, both Classical and Modern, from Plato to the present time. The Psychology of Education is more difficult because it has been mauled so much in recent years. Nevertheless this subject contains much sound, useful, human material which every teacher should know and appreciate. Subjects such as Adolescence and Sex should not be over-stressed and should be taught reverently and all morbid unproven theories should be avoided altogether. Everything here depends upon the man.

I suggest that the department should bend its efforts chiefly towards the training of a few promising candidates for the High Schools of