University in relation to Secon Universities have not sufficiently	DARY EDUCATION Appreciated the De	 evelopment	 s made ir	 Second	 lary Educa		PAG1 22 22
		• • •			·	 	$\frac{22}{22}$
Exaggerated Public Estimation	of Matriculation I						28
A School Leaving Certificate ad		• •					23
Opinion of President Eliot, of H				• •			24
University should demand full	Secondary Course of	Education	1	• •		• •	24
System of Public Examination	s involving Two Te	sts at diffe	rent Sta	ges reco	ommended	• •	24
Advantages of Two Examination	n Stages		• •	• •	• •	• •	25
Training for Secondary Teacher High Standard of Preliminary	rs	of Mind of	ontiol	• •	• •	• •	25
Secondary School Examination	s Board recommend	or mina es	sentiai	• •	• •	• •	$\frac{2\epsilon}{26}$
Secondary School Examination Co-operation of University, Ed	ucation Department	t. and Seco	 ondarv-sc	hool Te	eachers		26
Schools Board of Melbourne Un	niversity						27
Difficulties of External Examir							27
Details of Scottish Leaving Cer Leaving Certificates are a step	tificate Examinatio	n	• •				28
Leaving Certificates are a step	towards Accrediting	; System	• •	• •	• •		29
Accrediting demands Adequate	Safeguards	• •	• •	• •		٠.	29
Recommendation re New Zealar				• •	• •	• •	30
Entrance Requirements of Har	vara University	• •	• •	• •	• •	• •	3 0
University and the Technical So	CHOOLS						30
Differentiation of Technical Edu		• •	• •	• •		• •	30
Technical High Schools should					• • •	• •	31
University and Technical-colleg							31
Necessity for training Teachers of							31
University School of Architectu	ire	• •	• •				32
W							മെ
Training of Teachers in the Uni Teacher training a Feature of		••	• •	• •	• •	• •	$\frac{32}{32}$
Special Department of Seconda				• •	• •	• •	$\frac{32}{32}$
University Study and Profession				• •	• •	• •	33
Present Period of Training too s					••		33
University Schools of Education							34
Training Courses of Short Dura	tion advocated for	certain Stu	dents				34
The Professor of Education show							34
Close Co-operation between Uni							34
A System of Training Secondary				• •	• •	• •	35
Arts Degree not necessarily a G- Raising of Standards conditions	ood Quanneation to	r Secondar Tosebing S	y 1 eachn +off		• •	• •	35
"Method" better learned from	Good Teachers	···		• •	• •	• •	35 35
College Students should be adv	ised as to Studies					• •	36
Difference between training of	Secondary and Prin	nary Teach					36
A Special Secondary "Practice	" School necessary	·					36
Reaction of Secondary Education	n on Primary and U	University 1	Educatio	n			37
Present Cost of Training College	es						37
Discussion of Advisability of gi	ving Allowances to	Students	• •	• •	• •	• •	37
English Opinion on the Subject		• •	• •	• •	• •	• •	37
Supplementary Courses for Tea University Courses for Experier	chers	• •		• •	• •	• •	$\begin{array}{r} 38 \\ -39 \end{array}$
Recommendations with regard	to Teacher-training		• •	• •	• •	• •	- 39 - 39
recommendations with regard	to reaction training	,	••	••	••	• •	99
University Education in Agricul							39
Agricultural Progress requires e	xpert Scientific Lea		• •				39
How Denmark trains Scientific				• •			40
Denmark owes most to Skilled	Leadership		• •	• •	• •		40
New Zealand has no Efficient U				• •	• •	• •	40
Defects in Degree Course in Agr	leulture	• •	• •	• •	• •	• •	41
Economics of Agriculture should Opinion of Professor C. F. Perel					• •	• •	41 41
Two new Schools of Agriculture	began without Ade	auate Fina	ocial Sur	port	• •	• •	41
Danger of obtaining Second-rate	e Results	.,	··		• •		42
Some American and Canadian S					• • •		42
Three Schools of Agriculture mu	ist result in Failure	• •	• •				43
Recommendation for a Central	School of Agricultur	re		• •	• •		43
Possibility of Ultimate Develop			-	• •	• •	• •	43
The City Drift	• • • • • • •	• •	• •	• •	• •	• •	43
Training for Rural Teachers Necessity of Education of Rural		• •	• •	• •	• •	• •	43 43
recessity of Education of Mural	women and dins	• •	• •	• •	•	• •	40