

instruction in the various branches of the curriculum, the classification of pupils and the adaptation of the programme to local educational needs; (3) the school buildings and the health of the pupils, including medical inspection, hygiene teaching and physical training; (4) records of attendance, and the reports of the chief educational officer; and (5) the costs of the system and its relation to efficiency.

As education is ultimately measured in terms of social service, the surveyors continually keep upon their minds such questions as: "Are the ratepayers getting their money's worth for the amount they spend on education?" "How does this school, or this department, or this institution, or this teaching help or hinder the fullest development of community-life?" No judgment is expressed, no statement is made unless there is some discovered fact which supports it.

On the whole, since the surveys have been made by experts, the reports have been extremely valuable. Certain it is that as a result of such stocktaking many educational systems have subsequently been made more efficient. Fundamental weaknesses of instruction have been remedied, school buildings have been improved and better methods of accounting and reporting have been introduced. Yet after reading a number of the surveys one still feels that there are some valuable features in education which are as yet too elusive for measurement and which perhaps will never yield to measurement. The tone of a school, the effect of the personality of the teacher on the lives of the impressionable children under his care are still the unmeasured aspects of education. Yet no one would deny the value of these factors. Let us have efficiency by all means, if only for its moral effect, but let us beware of the mechanical, German efficiency, where the spirit is sacrificed to the more obvious material results!

The Expanding Sphere of the School.—Democratic education is a product of the nineteenth century. Prior to this schooling was reserved for the middle and upper classes and such education as the poor obtained was acquired at home. The home was the first, and, in spite of all competition, is still the greatest school. Yet its educational powers are on the decline. Those activities which served to feed and clothe the family have largely been transferred to the factories. And this to the educational disadvantage of the rising generation. No wonder then that society has demanded the introduction of this thing and that thing into the school curriculum until the poor teacher is at his wits' end to know what to do with them all! No wonder that vocational education is a phrase to conjure with at the present time! No wonder that the school as a social centre is emphasized by all parties!