

At present the work is divided upon a basis of subject matter between King's College and London Day Training College, and students attend wholly at one Institution or the other. An important result of the establishment of the Institute should be to bring the work together so that students taking up any branch might come under the influence of several senior teachers, and meet students of other branches in common educational discussions.

All the regular courses involve an element of research. At London Day training College one of the Readers in Education (Mr. Hamley) undertakes the special task of instructing students in the general principles of research, and in supervising their theses. It is hoped that this part of the work may develop into a concerted and prolonged attack upon a number of educational problems of genuine importance such as those connected with the curriculum of the new "Hadow Schools." Courses for the M.A. and Ph.D. nearly always involve work taken in another department of the University. The connection is naturally closest with the departments of psychology at University and King's Colleges, but students who have chosen special subjects are generally required to take elsewhere some course or courses of a purely scientific character preparatory to the pedagogical studies taken in the college. Among these may be mentioned the course of linguistics in the department of phonetics, and certain courses in the department of methods, principles and history of science, both at University College. It is anticipated that the establishment of the Institute will lead to further co-operation of this kind.

(d) *Educational Administration.*—Educational administration is one of the main subjects which may be taken for the M.A. or Ph.D. in Education, the instruction being at present centred at King's College. At London Day Training College a beginning has been made of training young men of special promise who expect to find their careers in local educational administration. The establishment of the Institute should make it possible to combine these forces, at present distinct, and create a small Department of Educational Administration. The Thomas Wall Reader in Comparative Education will naturally take an important share of the work of this department.

The work of the department will be conducted in such a way as to be of use also to oversea students who desire to make a study of the educational systems, general and local, of the British Isles or the systems and schools of the Continent. The Reader in Comparative Education would among other things be prepared to plan tours, to direct the preliminary studies needed to make them profitable, and to interest school authorities at home and abroad in students' inquiries. In this part of the work the department would naturally seek to profit by friendly relations with the Department of Special Enquiries and Reports at the Board of Education, and the Director has already expressed his interest in it.

(e) *Child Development.*—It is not desirable that the Institute at its training college level should add to its present activities by training teachers of young children. It should, however, have a department whose aim would be to enlarge and improve the scientific foundations upon which the education of young children should be based. Work in this direction of outstanding importance has been done in other quarters of the world but that is not a good argument for leaving it untouched in London. The results obtained by foreign observers almost always contain elements affected by the national milieu. It would, accordingly, be unsafe to apply them without qualification to the education of English children. In any case, the position enjoyed by young children here ought to make the contribution of English pedagogy to this subject one of more substantial importance than it has hitherto been. As in other departments of educational work, we can show some admirable practice, but the underlying principles have been insufficiently thought out and explored. Here is a valuable piece of work for the Institute to do. In particular, there are needed in the training Colleges women of good academic and scientific training in pedagogy to take charge of the departments for training teachers of infants. The department of the Institute would attempt to supply that need, working in collaboration with other existing institutions concerned with the training of infants' teachers. It would be most desirable that it should have at its disposal a small school to be a place of observation and experiment such as those in Geneva, Yale University, Toronto and elsewhere, from which many valuable results have come. Such a school might possibly be attached to the other Institutions for Child Welfare which it is hoped to establish on the Foundling Hospital site.

(f) *Educational Enquiries and Research.*—During the last few years the need has been widely felt of some organisation to register, co-ordinate and sometimes to direct enquiries into new developments in the field of education. There is no part of the work of the Institute whose efficiency would not be enhanced if the Institute contained a bureau to do in London much that the International Institute of Teachers College, Columbia University, does in New York, and the International Bureau of Education at Geneva. A bureau of this kind would, moreover, be of value not only to the Institute, but also to all authorities and persons concerned with the problems of national education, and it might well play a not unimportant part in forming public opinion upon educational questions. There can be no doubt of the need for some such organisation, and little doubt that it would be most effective if located in the University. It should, however, be administered as a national organ rather than an organ of a particular University. That is to say the Director would naturally aim at securing the co-operation of the Departments of Education in other Universities in such enquiries as he may pursue.

The bureau might also, perhaps, take over in some form the activities contemplated a few years ago when the British Psychological Society established a Committee of Educational Research. That scheme involved a small executive body in London with a secretary, together with a larger advisory body of which all Professors of Education and Psychology in the British universities were *ex officio* members, together with other persons qualified to assist in educational research of a scientific type. The business of the Committee was not itself to prosecute research, but to exercise a co-ordinating function, to keep a census of researches in progress, so as to prevent overlapping, and to facilitate co-operation, to put young workers in connexion with more experienced guides and to foster certain enquiries which involved detailed work by moderately qualified observers over a large area. It will be seen that in this case also the Institute would act rather as a trustee or an agent than as a research organisation of a particular university.