

Egypt. Both Countries, it is now practically certain, will not only be represented in the persons of several outstanding delegates, but also by exhibits of Handicrafts designed to illustrate the fact that there is an education of the hand as well as of the head. Hobbies and Handicrafts should undoubtedly occupy a very prominent place in the Leisure of the people. Modern Education, in endeavouring to meet the exacting needs of industrialism, has tended to remove much of the emphasis on this aspect of its purpose, but it is now being generally realised that herein grave error has been made.

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"Education is entering upon a new era. If society is to meet that era half way, it will insist on having its best minds and greatest hearts in the schools where life is in the making. If parents are to do their part they must give more time and more thought to the great adventure of parenthood. If teachers are to rise to the new opportunities they must elevate the basic aims of education above grades and degrees in their own minds and in the minds of children and the general public. The basic aims, the great objectives of education abide. Methods change and the setting varies, but health is fundamental, the tools and technics of learning are necessary, citizenship is inescapable, service is a radiant star, home is man's great joy, leisure is liberty, and character is humanity's highest good."—JOY ELMER MORGAN, Editor of "The Journal of the National Education Association".

Education and Leisure

*What is this life if, full of care,
We have no time to stand and stare?*

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*A poor life this, if, full of care,
We have no time to stand and stare.*

—W. H. DAVIES.

"Might it not be maintained that leisure was greater than work, because it was the growing time of the spirit, and that life should, therefore, be organised as much, or more, for the sake of leisure as it was for work?"

"Our modern economic society requires Leisure and Education as its complements and its correctives. These two things should go together. Leisure should be devoted,—not wholly, for the body has its claims to relaxation, and the mind too needs its gentle indulgences; not wholly, but at any rate largely,—to the purposes of Education and the gaining of that knowledge, not to be gained in the course of work, 'which brings wisdom rather than affluence'. Education, on the other hand, should be a training in the right way of using leisure, which without Education may be misspent and frittered away. This vital connection between Leisure and Education is a fundamental thing. Unless we grasp it, we are in danger of abusing leisure and misusing Education."—ERNEST BARKER, M.A., D. LITT.

The Conference organised by the National Council of Education, and held in Toronto in 1923, had as its purpose the emphasizing of the essential relationship between Education and Life. The Speakers to this theme were men and women of wide experience in teaching, in educational administration and in public life, and included Sir Henry Newbolt, Sir Michael Sadler, Sir Robert Baden-Powell and Viscount Cecil.

It was generally conceded that the purpose of that Conference was in the main achieved. Contrary to the oft-reiterated definition of Education as a "preparation for life", the programme of the Conference was designed to, and did unquestionably sustain the contention that Education and Life are synonymous terms. Education IS Life, for it is both the ACCOMPANIMENT and the EXPERIENCE of Life.

And Life, it may be contended, is divided into hours of work and hours of leisure. It has, however, become customary and commonplace to consider Education almost wholly in terms of work, and this in turn very largely of the hours of work normally assigned to the School,—in the aggregate, a comparatively small part of the child's waking time.