

each new generation of citizens. It has been pointed out that the educational experience of Englishmen, gained through centuries of work at home and in every conceivable situation abroad is, taken as a whole, unique, but that its value is, from the imperial point of view, largely lost because there is no institution where it can be focussed and made conscious, no organ through which it can be expressed. For that reason we leave to other nations—particularly to the United States, whose educational experience, though less than ours, is better studied and organised—the task of helping the daughter-nations of Britain to do their educational thinking and planning and of training their leading educational workers.

8. The Delegacy have to consider the functions of the Institute as a whole and are concerned to find and administer a policy in which each function takes its due place; nevertheless they feel that in the circumstances of the time the aims to which reference has just been made claim their special interest and attention. The task before them is largely to see that the general facilities which the Institute will offer for the study of Education in its recognised branches cover the ground adequately and are sufficiently well-known overseas. Their ideas upon the first of these points are set down in section 9. But they recognise that to meet fully the needs they have indicated special arrangements will also be required. These will be of two main kinds:—

(i) There must be means of assisting picked men and women from overseas to become students of the Institute. Encouraged by the Colonial Office, the colonial governments have already begun to send selected educational officers home to take a year's course at London Day Training College and have assisted missionary bodies to send home some of their senior teachers. It is possible that, when the Institute is set up, the Dominion authorities may adopt a similar policy. The Delegacy have also reason to hope that one or two of the great corporations whose funds are devoted to educational purposes may be able to offer scholarships to overseas students who wish to take courses in the Institute. Students who are assisted in these ways will be free to take any of the courses provided in the Institute itself either at the training college level or at the higher level; but they may alternatively, or as a distinct part of their course, make a study of British or continental schools and methods of teaching and administration under the direction of the Thomas Wall Reader in Comparative Education, whose work will, in this connection, have special importance.

(ii) Provision should also be made for bringing to the Institute from time to time teachers and administrators whose experience and authority would be of special value in connection with the imperial side of its work. Sometimes these would be visitors from the Dominions or India or the colonies or the United States or the continent of Europe; sometimes they would come to the Institute from other Universities or administrative areas in this country. As illustrations of the kind of service they would render mention may be made of four lectures given to the colonial students in London Day Training College by Mr. W. B. Mumford who described his important and original experiments in African education, and of the six lectures offered to the M.A. Class by Sir John Adamson, formerly Director of Education in the Transvaal and until recently Master of Rhodes University College. The College has been indebted for these valuable lectures to the generosity of the lecturers. The Delegacy hope to be in a position to provide such courses regularly and on a larger scale. It would be part of their policy to assist their visitors in making such inquiries as they might desire to pursue while in this country, and to arrange that by means of regular discussions with the senior students and teachers of the Institute and with educational practitioners and administrators outside it their visits should increase the common understanding among those engaged in the several fields of educational work throughout the Commonwealth.

9. It will now be convenient to catalogue, with brief comments, the main departments or divisions into which the work of the Institute, when fully developed, may be expected to fall. It is, however, to be premised that none of them is to be wholly self-contained: there will always be a certain overlapping of interests and most members of the permanent staff will be concerned with more than one department.

(a) *Education in the Commonwealth.*—This is the department considered in section 8 and nothing further need now be said about it.

(b) *Colonial Education.*—This will be a department closely related to (a) but differing from it in so far as it will be concerned mainly with the education of the native races in the colonies and dependencies. The department already exists in London Day Training College. Its students are mainly Colonial Office probationers and missionaries, preparing for teaching or educational administration in tropical Africa, Malaya, Hong Kong, etc., together with a small number of officers from the Government services or the mission stations home on study-leave. The work involves co-operation with the School of Oriental Studies (for phonetics and languages), the School of Economics (for anthropology) and the Wellcome Museum of Tropical Hygiene. The most important future developments must be in the provision of courses (including "refresher" courses) for officers on leave, who may wish to study special aspects of colonial education or to obtain guidance in educational problems, in the narrower sense, or in anthropology, phonetics, etc. There is also a large field for educational experiment and enquiry into the problems of native education. This work must be done in Africa or the other colonies, but the Institute should play an important part in it, as a centre for consultation, information and discussion.

The department is at present supervised by one of the Readers in Education (Mr. Fairgrieve), but it is hoped that it will soon grow to the point at which it will be possible to place it under the guidance of an officer specially chosen for the purpose. The Delegacy has in view the appointment of a retiring colonial Director of Education who would hold office for a short term of years, to be replaced by another retiring Director fresh from the field. In that way the department would be kept in touch with developments in colonial education.

(c) *Higher Academic Studies.*—These include regular courses for the M.A. and the Ph.D. in Education, and for one of the special branches in which the Academic Diploma in Psychology may be taken. Oversea students who cannot give the full time required for the courses often attend for one year and fill up their programme in the College by taking other courses at the Diploma level. It is likely that this will be a regular feature in the arrangements of the Institute.