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Rev. Mrs. Arlington—You should always be very particular about details Miss Tucker. It is the little things that tell.

Nellie—I know that. I have three small sisters.

EDUCATION REFORM URGED IN ENGLAND

More Chemistry and Engineering Wanted After the War

LONDON, Aug. 10.—Education is one of the most vital of the after-war reform crusades which are agitating the public mind. The Oxford and Cambridge traditions of instilling a little old-school learning in the way of Latin and Greek, hand in hand with really expert knowledge of cricket and judgment of the vintage of port, are to be scrapped to make room for chemists and engineers. If the reformers have their way.

This burning topic was discussed by the House of Lords recently. Lord Haldane, ex-War Minister and ex-Lord Chancellor, was responsible for the discussion. Lord Haldane has devoted much of his time for twenty years to the study of education. He is being denounced just now by the German haters for his famous saying "Germany is my spiritual home," and largely because of that remark and all that it was taken to imply, the Scotch jurist and philosopher is a plain member of the Lords instead of one of the Cabinet.

Lord Haldane asserted that secondary schools are the strongest point in the German system, and the most pressing problem in the British system. It was a defect in the German system that a hard and fast line was

drawn between various classes of the nation—the aristocratic class, the middle class, and the democracy. This country was more fortunate in that the children of the working classes, if they had exceptional aptitude, could obtain the secondary education by scholarships.

Some of his figures follow: In England, out of 2,750,000 boys and girls between 12 and 16 years, only 1,100,000 get any education after the age of 13. Of the remaining 1,650,000 the great bulk are educated only for a very short time mostly in elementary schools, up to the age of 14. Only 250,000 go to proper secondary schools, and most of them only for a short time. Thus quantity as well as quality is deficient. There are in England and Wales 5,350,000 who, between the ages of 16 and 25, get no education, only 93,000 have a full-time course at some period generally a very short one, and 390,000 a part-time course at evening schools. In England 18,000 and in Scotland 7,770 enter university institutions each year.

Lacking in Scientific Training.

"I hold my countrymen in some respects higher than the people of any nation I know," said Lord Haldane, "but where we have been lacking was in the scientific direction of our abundant energy, and in order to obtain that scientific direction, training and education are necessary of a kind we have not yet known, which other nations are putting into practice, and which, if we ourselves do not learn and supply, we shall find ourselves inevitably left behind. The real difficulty we have to face is that we have never been ready to take up new ideas. "I am not talking of any particular nation. It is sufficient for me to take two neutral nations—Switzerland and the United States of America. Switzerland puts us to shame in respect of her national system of education, and in the United States there is a keenness and activity about the whole subject which we would do well to take note of."

The application of science, he said, was becoming a necessity, but was discouraged because nearly all the scholarships in the country were allotted to the professions. There was no use telling manufacturers to employ more trained chemists when the

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country was not training them. There were only 1,500 trained chemists in the country, while four German firms, which played havoc with British trade, employed 1,000. Expert calculations showed that by proper means the whole of the motor power used in the country could be produced from one-third of the coal actually consumed and the coal wasted would pay the interest after the war on \$2,500,000,000. Great progress has been made, however by the establishment of ten new teaching universities in the United Kingdom.

One striking thing which fills me with hope," said Lord Haldane, "is that we are now thoroughly awakened to the necessity of action. Everywhere we see the most magnificent public spirit. People are ready not only to contribute their money and pay taxes, but the sons and daughters of all classes are ready to throw their energies and abilities into the production of things necessary to insure victory. That spirit is going to stay and is going to influence us profoundly, by those who come back from the war."

Lord Cromer believed that the highest authorities on the humanities and on science were agreed that they should arrive at some fair compromise. "The total moral collapse of Germany," he considered one of the events recorded in history.

"Side by side with a great advance in material prosperity and scientific knowledge," he said, "there has been a vast deterioration of character. I cannot help feeling that one of the causes of that deterioration is that the atmosphere created by humanistic study has lost its hold upon German public opinion. The whole national mind of Germany has apparently become materialized."

He feared the same development in this country if sufficient attention were not paid to humanistic, particularly classical, education.

An Atmosphere of Thought.
"The real value of classical and humanistic education," he added, "is not so much to turn out a few men of deep learning as to create a certain atmosphere of thought and to give the whole upper educated mind of the country a certain direction and tendency."

While admitting that the British educational system might require great revision, he did not consider it a failure.

"I have seen young men from our universities at work in the Nile delta, in the sands of the Soudan, and in Bengal and Burma, and in the remote portions of the Himalayas," he said, "and it is very rare to come across any one of them who is not capax imperi in the best sense of the term. Can Germany produce anything of that sort? Can Germany produce the incomparable imperial agents who are to be found all over the British Empire? I reply, most emphatically she can do nothing of the kind. A distinguished German admitted sorrowfully before the war that, although their universities turned out men of very varied accomplishments, they were quite incapable of producing that invaluable product of this country, an English gentleman."

"Nothing struck me so forcibly when I was in America some years ago as that the education of the women

was vastly superior to that of the men. All the young American men from sixteen and seventeen upward seemed to be thinking of nothing but of turning the almighty dollar. Since that time I believe a considerable change has come over American thought. The greatest thinkers in America have become alive to the danger of materializing the minds of the nation, and the result is that Harvard and other universities are year by year turning out an increasing store of invaluable works on classical literature."

Viscount Bryce thought Lord Haldane had drawn too dark a picture of the English system of education, and believed the English universities performed the function of teaching the people to think as well as any in the world, although they were capable of improvement in some ways. The extraordinary efficiency Germany had shown was largely due to the German habit of obedience.

"If we were to sacrifice our independence and individuality of the efficient organization and acquire the habits of submission and obedience which are ground deeply into the German nature we should make a bad exchange," he said. The business community in Great Britain, unlike the business community in America and Germany, did not appreciate sufficiently the important effects the application of science might have upon their businesses."

Fell 10,000 Feet Head Downward

Experience of French Aeronaut in Engagement With Enemy—Death of Companion—Circumstances Surrounding Loss of French Aviator Terline

PARIS, Aug. 5.—Sergt. Charles R., one of the companions of Aviator De Terline, who was killed July 27 while bringing down his third German aeroplane, thus describes the death of the French aviator:

"De Terline and three others of us, Lieut. B., Sergt. D., and myself, took the air with the object of stopping the morning reconnaissance of a German aeroplane. We met it about 14 miles from our lines at a height of 12,000 feet.

"De Terline and Sergt. D. engaged him first, being on about the same level. The German tried to fly in spirals and so escape. I was a little above him and dived so as to get below and to his rear. I opened fire at thirty yards.

"It was then the accident occurred which deceived De Terline. Sergt. D., not having seen me, came up at full speed on my left. I saw him coming, but it was too late to avoid him. He struck me in the rear, carrying away part of the balancing planes of his own machine. We both plunged down giddily. De Terline seeing us falling, thought we had been brought down by the enemy, and wished to avenge us at any price. He swooped upon his adversary at full speed, crashed into him and fell with him to the ground.

"As for me, I managed, how I don't know, to stop the engine and the machine gun, which was still firing. All the incidents of my childhood passed before me in a flash as I dropped from 12,000 feet to 2,000 feet, hanging under the motor and merely held by the strap which attached me to the seat. Then I managed to put over the lever which before had resisted all my efforts, and the machine righted, coming down slowly within our lines."

Though the winter girl may cut a figure on ice, the summer girl must have a figure of her own to cut ice on the beach.



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