

need with advice, to direct his studies and to watch his progress in practical teaching, and when it is remembered that most of the tutors have further duties, not only as lecturers in the training course but also in connection with the work which will in future belong to the "Institute proper," it becomes evident that this total ought not to be greatly exceeded. It is probable that 250 full-time "domestic" students are as many as the college (as incorporated in the Institute) can influence in the thorough and intimate way which the term "training" should connote. In adopting this maximum the Delegacy has in view all the classes of graduates included in the statistical summaries. It does not contemplate any addition to the present recognised accommodation of 600 students.

(b) From its foundation in 1902 London Day Training College has been an intercollegiate centre in the sense that the chief lectures given by the Principal, who is also professor of education, have been attended by graduate students of pedagogy in the University. In 1913, when a second teacher in the college received the title of professor, the courses given by him were also thrown open. A formal scheme of co-operation with the Education Department of King's College followed, and since the appointment of the present head of the department has been a good deal developed and firmly established. The chief lectures of the three professors, the two readers and the senior recognised teachers in the two institutions are given, mainly at London Day Training College, on two mornings in the week, and are attended by graduate students not only from those institutions but also from other colleges in the London area. The colleges which participate in the scheme are named in Appendix D. It will be seen that during the present session they add in all 208 intercollegiate students to the 241 domestic students (226 full-time and 15 part-time) taking courses at the lower or Diploma level. The total number in the two groups, namely 449, is already greater than can be accommodated at one time in the building in Southampton Row, and a certain amount of undesirable duplication of lectures is thus made necessary. In the new buildings on the Bloomsbury site it is hoped that there will be a theatre, located in Birkbeck College, which will be large enough to seat all students attending the intercollegiate course for such lectures as it is desirable for them to take together. When the accommodation is thus enlarged it may be possible to contemplate an increase in the number of graduate students in pedagogy brought into direct relations with the Institute and its teachers—not by any considerable addition to the numbers either of the "domestic" students of the Institute or of those registered at King's College, but rather by developments within the other colleges of the London system which are not schools of the University.

#### *The Institute Proper.*

5. In transferring attention from the training college to the Institute proper one does not pass from a room already furnished into one that is at present empty. The demands to which the Institute is to respond have been felt for some years, and have been met as far as circumstances made it possible to meet them. For instance, during the present session there are enrolled for studies above the Diploma level 61 students at London Day Training College and 21 at King's College. Of these 55 are registered for the several branches of the M.A. in Education, and 12 for the Ph.D. The numbers include 4 students from India, and 6 from the Dominions. A certain amount of educational experience is a condition of admission to the class, and the members are mostly lecturers in training Colleges, and heads and assistants in secondary schools. In recent years a good many students have passed through the course to important responsibilities: principalships and lectureships in training colleges and training departments of the Universities, inspectorships, headships of secondary schools, etc. In brief, work for which there is an insistent demand has been done, but under unsatisfactory conditions by teachers too much occupied with other duties. Again, there has been created at London Day Training College a small but important department whose primary purpose is to train Colonial Office probationers for educational work in the colonies; and there are other less significant but not unimportant activities which, like these, lie outside the ordinary purview of a training college.

6. What is needed then, is not to create something which has now no existence at all, but rather to enlarge the range and increase greatly the efficiency of activities which have grown up spontaneously because they were needed. Speaking broadly, it is a question of fitting the Institute to perform worthily two main offices. One of these is to be a centre of higher pedagogical teaching and research for men and women engaged in educational work in this country. That office it will share with the education departments of the other English universities, though the position of the Institute at the heart of the vast educational system of London, must give it special opportunities of usefulness. The other office is one whose significance has been but slowly recognised but, when fully understood, is seen to be among the most important things to which a University, conscious that it has imperial as well as municipal duties, can devote its efforts. In brief it is the creation in London of a strongly equipped centre for the continuous discussion and investigation of educational problems that are important to the constituents of the British Commonwealth, and for the training of the men and women who are to play parts of more than ordinary importance in the educational systems of the Commonwealth.

7. The establishment of such a centre has been advocated and its main functions have been described by Sir Percy Nunn from the home point of view, and from the oversea point of view by Prof. Sandiford of Toronto, by Prof. Clarke of Cape Town and Montreal, by Mr. Michael West of Dacca, by Prof. Forster of Hong Kong and by other writers. At meetings of the British Commonwealth Educational Conference, and in the Educational Section of the British Association it has been considered and approved by the Vice-Chancellors of Cape Town, New Zealand, and Alberta as well as by home authorities such as Mr. Ormsby Gore, Lord Eustace Percy, Sir Charles Grant Robertson, and Sir Michael Sadler; and it is known that the idea has commended itself to weighty official and lay opinion. In the course of the discussions of the subject stress has been laid upon the fact that the several Dominions are developing each its own well-marked national character and consciousness, based upon the British but diverging from it in characteristic ways, and that the continued solidarity of the Commonwealth depends largely upon preserving and strengthening those fundamental ideas and ideals which are expressed in our common educational traditions and institutions and through them exercise a quiet but decisive influence upon