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School with a mission, in this respect having certain similarities to the orders of teaching friars. It will, at judicious intervals, run refresher courses and what have come to be known as N.E.F.'s in various centres. Mr. Fraser had the discernment ten years ago to see what an N.E.F. could do, and to back it with the whole weight of his prestige as a public man.

Besides, the School will issue publications, some learned, but the bulk of them intended to enlighten the democracy whose servant it is as to what is being done and should be done in the educational sphere. In this connection a group of trustees entitled to investigate and report in entire independence of persons, officials or interests would be of great value. Such trustee groups promise to become an increasing feature of all true modern democracies.



"Most of these people will be 30 plus; some will be 50."

The School will also bring distinguished educationists to this Dominion and put each in communication with his appropriate public.

How to set up such a School? Will it not take a long time? And the cost—is it not likely to be prohibitive? Is not one entitled to reply that if it were a question of remodelling our military establishment this would be done in the course of a year or two and that tens of millions would not be grudged to the doing of it?

Fortunately at the moment there is a growing opinion that parsimony as regards education is the reverse of true economy.

### Not a Teachers' College

At present, as our wars prove, we hesitate and temporise on the ideological frontiers of the Middle Ages, a fact which drove frantic that man of urgent imaginings, H. G. Wells. There is nothing materially lacking in a world richer a hundredfold than that of the Middle Ages to prevent our civilisation going forward at a bound—not to a Utopia

but to an era of vastly enhanced aspirations and powers. At least there is nothing, it seems to me, but a faith grounded upon a true philosophy of life—one that shall supplant much of our abortive getting and spending with such a growing and a becoming as is the Destiny of our often frustrated (and too often self-frustrated) species.

It seems strange when one gives thought to the vital and central function of education as a profession and a science that, while this Dominion has schools of Law, Medicine, Mines, Architecture, etc., it should still be without a School of Education. Its 10,000 teachers, one is forced to infer from this fact, are regarded as of less consequence than its 1200 doctors.

Whether the School of Education should be a department inside one of our four University Colleges, or a separate college like Massey College, is a minor though still important matter. With the

opportunity to make a fresh start on new ground it should not, however, be merely a School for Teachers or a Teachers' College in the grip of an academic tradition. The need of broadcasting a realistic outlook on Education is too vital for our sore beset generation to tolerate that.

### Freedom from the Press

IN Pasadena (U.S.) some months ago a bevy of music-lovers went to the railway station to greet Arturo Toscanini. A Press photographer, Howard Ballew, was there. Wilfred L. Davis, of the Southern California Symphony Association, eyeing the camera, said, "Are you going to photograph Mr. Toscanini?" Ballew retorted: "None of your business." "But you can't use flash-bulbs on Toscanini—they hurt his eyes," Davis protested, taking charge of the bulbs and smashing the camera. The police were called, and in the excitement Toscanini came and went, unphotographed. Ballew sued Davis for 25,000 dollars but the suit was dismissed, the judge holding that it was not the freedom of the Press but freedom from the Press that was at stake.

## The Lady Stanley of Alderley

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