

maturity of judgment and stability of character, and are desirous of returning to their native land. The University has been sending a great many to England and helping some to other parts of Europe these last few years. (Unfortunately they receive little encouragement to return home again, and so our public opinion and practical politics are the poorer for their absence.) But it is greatly to be desired that more of our potential leaders should acquire that exact knowledge of American conditions that our political and economic future well-being demands.

In the U.S.A. I can say from personal knowledge there is a deeper and more widespread interest in and a higher appreciation of what education can do than in most other countries, and a warmer welcome for students from abroad. Some of our young men now there have spoken in the highest terms of the encouragement and facilities they are freely given. Must we take all and give nothing in return? The good which both parties get from such contacts is expressed in a communication from the U.S. Commissioner of Education, issued two months ago, to foreign students arriving in the U.S.A. for the beginning of the present academic year:—

"Perhaps you are interested at the present time in becoming known. We are anxious to know you also, not only for yourselves, but as personal embodiments of the culture of your respective nations. I am sure you will find yourselves much at home here, for a careful analysis of American institutions will doubtless reveal to you some contributions which the people from whom you come have made to our Western civilisation. You can also help us, and we hope we can help you in the building of a new concept of citizenship.

"We have erected a Federal Republic consisting of forty-eight important states or commonwealths, each of them actually sovereign and supreme in exercising certain functions of government. Our schools have been reasonably successful in making our citizens conscious of the responsibility which they have as citizens of the community, citizens of the State, and citizens of the Federal Union. Many of our educators feel that we are now ready to attempt to make them also conscious of a world citizenship, not of an allegiance to a world flag or of electoral responsibilities to a world government, but appreciative of the fact that the financial difficulties of a great European Power, or the economic distress of a great Asiatic Power, or social or political dis-

W.E.A. talks on

INTERNATIONAL PROBLEMS

By the REV. W. G. MONCKTON, M.A.

Synopsis No. 4.—India (Part 1).

To be broadcast from 1YA on Tuesday, December 15, at 7.30 p.m.

WHAT are the prospects of self-government for India in the near future? The mixed character of the population. How the religious bodies are divided. The difficulty of defending India from invasion. Could India manage without the British Army and the British Navy? The movement for self-government has developed almost entirely in the last quarter of a century. The influence of Western education on this movement. The effect of the defeat of Russia by Japan. The consequences for India of the Great War. Outbreaks in the Punjab. The influence of Gandhi. The gradual education of Indians in the art of self-government. The dyarchy explained. Its weakness. The Simon Commission report. Its proposals for a Federal Constitution. The question of the Indian Army. The problem of religious minorities. The cause of Hindu-Moslem tension. Can this tension be removed?

The following questions may be considered:—

1. What are the main difficulties attendant on self-government for India?
2. What are the chief causes that have led to the demand for self-government?
3. Has Britain pursued the best policy toward India?
4. Can the antagonism between the Moslems and the Hindus be overcome?
5. What are the advantages and what are the disadvantages of a Federal form of government?

turbances of one of our American neighbours is of concern to us; that our sympathy and our help where possible should go out to these fellow world citizens. If American leaders are to accomplish this they must have the support and encouragement of educators, men and women, the world over.

"May your stay here be profitable for you as well as for us, and in the long run for your people as well as for our people."

We have had American educators here in New Zealand, not the least eminent of them this week, in the person of Dr. Coffman, president of the University of Minnesota; and a couple of hours ago I bade farewell to Professor Shelley at the railway station, embarking to cross to America for a

year's study of conditions there. But we should have a steady stream of men and women eager to find the truth for themselves and interpret it to others, and among them a larger proportion than at present of younger students in their post-graduate years who may return eager to educate us in the knowledge and understanding of peoples abroad.

The English Speaking Races.

THESE are only some of the reasons which should arouse a keen curiosity to get to know that the U.S.A. is, and how it came to be, what it is. But beyond and above this urge, there should be the feeling that in the U.S. we have a great nation with which we must have close intercourse, trade and social, whether we will or no, and with whom therefore we should cultivate the friendliest relations. The immense degree, if not the exact nature of its importance in the economic and political future of the world should be clear to us all. We cannot escape its influence. And we cannot reasonably expect to have any understanding or influence on it unless New Zealanders and Americans get to understand each other and tolerate and respect their particular points of view.

As Bryce says: The growth of the English-speaking races has been the most significant phenomenon of the last century. They have grown most rapidly in wealth and population, and are in control of most of the world commerce. This influence on the world at large is the most potent of racial influences, and if directed to the same ends should be unique in power. But we must form opinion to that end. And America and the British Empire must develop a spirit of co-operation. The first step is the fuller knowledge by each English-speaking people of the mind of the other in the "broadly fraternal spirit that seeks the welfare of mankind."

In the development of intellectual and moral sympathy is to be found the sort of co-operation that will best promote that welfare. I am sure that those who are charged with shaping the ideals of young New Zealanders are very anxious to learn what is best in American life and ideals in order to be able to do their part in developing that sympathy.

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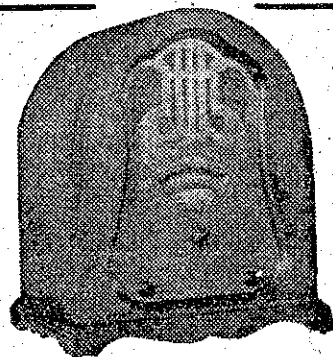
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