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But there appeared to him to be insuperable obstacles to dealing in these drastic ways with any but extreme forms of unfitness. In the third place, however, man's environment might be such as to bring out potentialities for good and repress potentialities for evil in the children born into it. He had already pointed out that this of itself would not save the racial type; but it might at least save the individual. We must not, in our enthusiasm for the race, overlook the claims of the individual. As Thompson said in his work on heredity:— "Though modifications due to changed nurture do not seem to be transmissible, they may be re-impressed on each generation. Thus nurture becomes not less but more important. Although what is acquired may not be inherited, what is not inherited may be acquired. Thus we are led to direct our energies ever more strenuously to the business of re-impressing desirable modifications. To secure a good nurture for our children is one of our most obvious and binding duties. (Applause.)

—Position of the Teacher To-day.—

He hoped he had said enough to justify his excursions into science and politics. Man had declared for a progressive qualification of the operation of natural selection. He had resolved to secure the nurture of every child, strong or weak. The resolution should be accompanied by a recognition of the price to be paid. That price included the strengthening of all the influences which he had grouped under environment—conspicuously a recognition of the importance of the teacher to the community. (Hear, hear.) There were some people to-day who wanted to be virtuous without paying the price of virtue. But the thing could not be done. Logically and morally, having decided in favour of the nurture of the unfit, as well as of the fit, the decision became a curse, not a blessing, unless they were prepared to make all the sacrifices that might be necessary in order to ensure for the whole youth of the nation the best possible material, mental, and moral environment—conspicuously the best and completest system of education that our ingenuity could devise. (Hear, hear.) They had undertaken, perhaps without realizing their full responsibilities, a decision to weaken one factor in the maintenance and development of the national life. Good; but they must shoulder the responsibilities. The task was stupendous. It demanded the best brains and the highest character that the nation could devote. (Hear, hear.) He had already detained them longer than he desired. But his excuse must be that he was dealing with a subject which was of the gravest significance, and one which deeply and especially concerned them. If, as he believed, the religious discipline of times past had lost much of its power, if the discipline of the family had relaxed and the spirit of authority had ~~weakened~~ ~~and~~

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DECLINE OF THE FAMILY TIE.

Professor Jethro Brown was an eloquent speaker at the opening session of the Teachers' Congress on Monday. Referring to the taxes imposed upon teachers to-day he remarked that their responsibilities had been increased because the value of parental discipline as an ally in the training of the youth of the nation was declining. That was partly because the family itself, as a social institution, though not dying, was surely declining. The reasons were many. The decline in the power of religious conviction had weakened the sanctity of the marriage tie. Migrations, social instability generally, divided the family and destroyed it continually. Supremely, the age of the great cities was upon them, and the whole atmosphere of the modern city was charged with influences which were hostile to the family. (Hear, hear.) In the civic community, the bonds which had united the family group were relaxed. The lodging house, the flat, the factory, the streets, and the various forms of social activity or dissipation, weakened the family tie and destroyed the family tradition. Other causes worked towards the same end. They had only to glance at the modern statute book. Modern legislation, by making the State responsible for education, had appreciably weakened the sense of parental responsibility; by sanctioning divorce, had made marriage less sacred; and by protecting woman-kind, had created a rival to marriage in the shape of a career for women. He did not suggest for a moment that the family would cease to exist, but it would have less of the power to give to men and women the sense of something for which to live. (Hear, hear.)

NEW UNIVERSITIES.

RESIDENTIAL FACILITIES.

MR. E. B. SARGANT'S SCHEME.

[From The Arena of June.]

The undoubted desirability of providing adequate residential facilities in connection with every university is again brought out by the report of the royal commission on university education in London. There can be no denying that, in spite of good work done by a very limited number of detached hostels, London has set a bad example in this respect. The Commissioners are all agreed upon the point, though no very definite advice is given as to where residential hostels should be situated. For ourselves, we favour the idea of a visible university quarter in London, and believe that the hostels should be in that quarter as near as possible to the main university buildings. Unless they are situated very far away, they must necessarily be separated from their athletic grounds, and if this must be so there seems little or no reason for preferring the suburbs to London itself. If the hostels are grouped near together and near to the university buildings, wide corporate life will be encouraged, and the idea of membership of a certain hostel or college will not overpower that of membership of the university in the mind of the undergraduate. With this arrangement it would probably be possible to provide that the university and the college playing fields should all be in close proximity to one another in some convenient district outside London easily accessible from the university quarter. A more complex problem is that of the method of foundation and support and the nature of the permanent staff that would make residential facilities most efficient.

In this connection, Mr. E. B. Sargent, a member of the royal commission, whose labours are just concluded, has kindly permitted us to publish the following letter in which he answered a call for advice from the promoters of a new university in a distant part of the Empire. The system advocated by Mr. Sargent need not be in any sense limited in its application, and is outlined by him as follows:—

"The three factors essential from the very outset to secure a high standard for the university are—(1) a professoriate comparable, man for man, with the younger portion of the professoriate at Oxford and Cambridge; (2) large powers of self-government in the hands of such a staff; (3) carefully planned, though not necessarily costly residential facilities, for students coming from a distance, and for some part, at any rate, of the professoriate. To secure a staff for the university of this high quality is no easy matter. On the one hand men, even young men, of such reputation that a brilliant career is assured to them at home are not ordinarily inclined to seek appointments in a colonial university; on the other hand, the governing body with whom appointments rest are sometimes unwilling to disappoint the expectations of moderately good candidates who have local associations in addition to their other qualifications. Both causes tend to lower the excellence of the staff. If, in addition, the professors are not given so free a hand as is desirable in framing the statutes of the university, and in developing it in other ways, the movement for higher learning loses its first characteristics of elasticity and enthusiasm, and the university enters upon just such a period of mere routine and mechanical achievement as has hindered the progress of other like institutions in the past. In my opinion these difficulties can be surmounted if the governing body is willing for a time to entrust the selection of that part of the professoriate for which Oxford and Cambridge are likely to provide the best material to one or other of the foremost colleges at those universities. Men of the highest competence to fill chairs in Classics, Mathematics, History, and the Natural Sciences, could certainly be furnished by colleges such as Trinity and King's at Cambridge, or Balliol and New College at Oxford—to name no others. By making an arrangement with the authorities concerned that the men thus chosen could resume their places within their own college at the end of the period for which they were appointed professors in the new university, the governing body would draw only from the picked men of picked colleges. The more adventurous spirits would welcome an opportunity of seeing some other part of the British Empire for such a period as three years if they could be seconded for that time. Those to whom colonial conditions of life proved attractive, and whose services the governing body wished to retain, would have their term extended, perhaps even remaining permanently, and so the new university would gradually secure a staff not only on a level in point of attainments with the staff of the foremost colleges of Oxford and Cambridge, but also

full of zest for the rapid developments characteristic of a new country. To such a professoriate, when fully established, the choice of new members of the staff might safely be entrusted, for their own standing would make it impossible for them to be content with inferior colleagues. The first condition for securing to the new university a high position among the universities of the Empire is, therefore, that the governing body should place the election of the chief part of the professoriate (that is to say, the less technical appointments) in the hands of one or two of the colleges at Oxford and Cambridge.

"The question may fairly be asked, Why should not these universities themselves rather than any colleges be asked to select the professors? My answer is that neither Oxford nor Cambridge as a whole has developed so fully corporate an existence as the colleges separately. Although there are at both universities Appointments Boards, clearly no such board could guarantee that at the end of three years, or whatever the period of service was, a professor at the new university would be reinstated in his due position at home in relation to the men of his own standing. That could only be the affair of a college.

"Moreover, the superiority of the method of dealing with a great college, instead of with the university, is at once apparent when we consider the further question of residential facilities. It has already been said that these should be carefully planned, not only for such students as are unable to live at home, but also for some part, at any rate, of the professoriate. What more natural than that the government of the first hostels (initially, perhaps, merely a couple of houses rented by a local committee for the purpose) should be placed in the hands of the professors chosen by the Oxford or Cambridge Colleges we have been considering, or that a hostel under such control should be known by the name of the college in question? From the first there would be an organic connection between the two, and the link would almost certainly grow stronger and stronger as time went on. While acting as tutors in the daughter college, the professors would come into contact with the younger life of the university in ways that would be otherwise difficult to reach. No doubt this would add considerably at first to the work of some of the professors, but it should be remembered that the total population of a university is likely to be small at first, and thus the staff do not find themselves as fully occupied as at a later date when professorial and tutorial duties would almost necessarily have to be separated.

"That this is a novel proposal which would distinguish the proposed university from the other is not, I trust, a sufficient reason for setting it on one side without full consideration. Sooner or later those universities have had to provide hostels through the agency of religious denominations, or in some other way. In the case under consideration, there would be no separation of students belonging to different creeds, greatly to the advantage of the university as a whole. Again, how much stronger would be the inducement to a younger member of the fellowship of an Oxford or Cambridge College to join a college in the Empire overseas in organic connection with his own, rather than to take up an independent professorship, feeling that he had to find his own rooms, do his own housekeeping, and be isolated from all the men and traditions that he had grown to know and to appreciate. In direct relation to that difference of surroundings would be the calibre of those who offered themselves for the professorships in question.

"To look at the proposal from the financial point of view may make my main points still clearer. Let us take a new university which originally it had been proposed to start with a staff of 12 professors, each receiving £800 a year, and appointed in the usual way, and with the usual duties. In such a case my advice would be to reduce the number of professorships to 10, and to cause six of these to be selected from two of our great English colleges in the manner I have described above. The total salaries of the professoriate would then be reduced from £9,600 to £8,000. But six of these 10 professors should also have residential duties in connection with two hostels, say a master and two tutors for the hostel connected with the Oxford College, and the same staff for the hostel connected with the Cambridge College. If each master received £300 for his services in that capacity, and each tutor £100, besides board and lodging which might be estimated at £100 apiece, the total additional cost would be £1,600, bringing the cost of the professoriate and tutorial arrangements to the total of the first scheme.

Now my contention is that a university