

University and Educational Intelligence.

LONDON.—Prof. F. J. Cole will deliver on May 1 and 8 at King's College, at 5.30, free public lectures on "The History of Protozoology."

The following free public lectures at University College are announced: "The Physiology of Muscle and Nerve," Prof. A. V. Hill, on May 1, 8, 15, and 22, at 11, and "The Physical Environment of the Living Cell," Prof. A. V. Hill and Prof. J. C. Drummond, on May 4, 11, 18, 25, June 8, 15, and 22, at 5.30.

The latest date for the receipt of applications for grants from the Dixon Fund is May 14. Applications should be sent to the Academic Registrar, South Kensington.

THE Board of Education has issued a list (H.M. Stationery Office. Price 6d.) in which are conveniently brought together the numerous vacations courses to be held this summer in England and Wales. The courses are arranged alphabetically under four headings, according as they are being organised by the Board itself, by local educational authorities, by universities, or by other bodies. Among the subjects of the courses are psychology (Brighton), mining science (Amman Valley, Swansea, and Camborne), agricultural subjects (Nantwich), geography (Cambridge and Leeds), higher mathematics (Bangor), and zoology (Oxford).

THE Secretaries of the Royal Society will receive until June 1 applications for a Mackinnon Research Studentship, value 300*l.* per annum, tenable for two years with a possible extension, and for a Moseley Research Studentship of a like value and period. The first-named studentship is awarded to further natural and physical science, including geology and astronomy, and original research and investigation in pathology; the second is to further experimental research in pathology, physics, and chemistry or other branches of science, but not in pure mathematics, astronomy, or any branch of science aiming at describing, cataloguing, or systematising. The necessary application forms may be had from the Assistant Secretary of the Royal Society, Burlington House, Piccadilly, W.1.

THE second series of "Methods and Problems of Medical Education" has been issued by the Division of Medical Education, Rockefeller Foundation. It contains an introduction by Prof. Rosenau of the Harvard Medical School on the sanitary survey as an instrument of instruction in medical schools, and the reproduction (by photo-lithography) of the report of a sanitary survey of Rochester, New Hampshire, carried out and reported by Mr. Shields Warren while a third-year student in the Harvard Medical School. The survey is a model of what such a survey should be, and reflects great credit on the medical curriculum of the Harvard School. Nothing of the kind has been attempted in Great Britain, even in the curriculum for the future medical officer of health.

THE University College Committee of the University of London gives prominence in its report for the year ending February 28, 1925, to the need of additional funds for the equipment of the College laboratories for physical and electrical chemistry and engineering, for the new buildings for the Department of Zoology and Comparative Anatomy, and for additional museum cases and improvement of the animal houses in the Department of Applied Statistics. An

appendix to the report, showing the geographical distribution of students in 1923-24, gives the names of no less than fifty countries outside the United Kingdom. The total number of students from these countries was 518, including 90 from India, 43 from the United States, 36 from Japan, 35 from Switzerland, 29 from Australia, 27 from France, and 22 each from South Africa, Holland, and Russia. Among lecturers from abroad were 2 from Austria, 4 from the United States, 2 from Holland, 2 from France, and 1 each from Russia, Germany, Belgium, and Italy.

NATIONAL physical deterioration, as disclosed by Army recruiting officers' reports, formed the subject of a recent leading article in the *Times* (Educational Supplement), which concluded with the remark that although all parties are agreed as to the evil, little is being done towards remedying it, and the process continues. In the same issue appeared articles on the inadequacy of existing school buildings, on the excessive size of classes, on juvenile unemployment, and on the dangers involved in the schools turning out large numbers of young people who, having been educated without a thought of future work, cannot find work for which they are fitted. For all these problems a solution is offered by the Calcutta University Poverty Problem Study lecturer, Capt. J. W. Petavel, R.E. (retired), in his scheme for the organisation of educational labour colonies combining features of the Swiss labour colony and of trade and agricultural schools. Capt. Petavel, who has for some years conducted a polytechnic institute on lines intended to fit boys to work in co-operative organisations, obtained for his scheme the support of the late Vice-Chancellor of the University of Calcutta, Sir Asutosh Mookerjee, and many other prominent citizens of Calcutta, including the editor of *Capital*, who published a series of articles by him last January and February. These have been republished by *Capital* in pamphlet form together with a number of other papers on "Unemployment and the Calcutta University Propaganda for a solution by Educational Colonies, Home-crofting, and Home-crafting."

THE Board of Education issues from time to time valuable memoranda on the teaching of some school subject. These documents present the considered suggestions of the Board based on long observation in the schools and from the point of view of the educational discipline of future citizens. Such a memorandum would be welcomed by all teachers of geography, many of whom have been endeavouring for many years to find the best methods of teaching a necessary but admittedly difficult subject. The inquiries of the British Association Committee on Geography Teaching showed that remarkable unanimity prevailed among teachers as regards the purpose of geography, but extreme diversity marked the methods and practices of teaching. At the request of this Committee, the Council of the Association has expressed to the Board of Education the hope that a memorandum will be issued on the teaching of geography. There is of course no royal road in geography or any other subject, but it is an advantage to know what has been found expedient and useful. It is admitted that the home region must form the laboratory of direct geographical observation, but how should this laboratory be used? What geographically are fundamentals in the teaching of the British Isles, the British Empire, the world? What are the best methods of keeping one's knowledge of the world up-to-date? A memorandum would pool experiences and give form and coherence to the subject without stereotyping the teaching.