

To the west of the town lies the New Kingdom cemetery, which seems to have been subjected to considerable deprecation. Tombs had been plundered, re-used and plundered again. Nevertheless, it supplied a fine collection of scarabs and much pottery, as well as other objects. Three groups included bronze mirrors laid on the chest, one a very fine specimen, and with another was a bronze bowl. A remarkable

example of fine work is a green felspar amulet in the form of a baboon with the moon-disk on its head, and probably from the same string was a *millefiore* bead in the original gold mount. In one tomb the face painted on the cartonnage has survived. One exhibit of no little interest, though late in date, is a human pelvis still wrapped in its leather loin-cloth.

## Association of Technical Institutions

### SUMMER MEETING AT BLACKPOOL

THE summer meeting of the Association of Technical Institutions was held at Blackpool on June 24-26.

Two reports having a direct bearing on policy were presented and discussed. The first was the report on policy in technical education, prepared by a joint committee of the Association of Technical Institutions, the Association of Principals of Technical Institutions, the Association of Teachers in Technical Institutions and the National Society of Art Masters. First published in 1932, this report has been twice revised, in 1934-35 and in the form presented to the recent Conference. Its field is wide and includes descriptions of the present system, courses of instruction, regional co-ordination of technical education, examinations, scholarships, libraries, staffing, technical education in small towns, buildings and equipment and social activities. The second report dealt with Education for Citizenship in Technical Institutions and is dealt with in the leading article in this issue of NATURE.

Of special and immediate interest was a paper on education in industrial management prepared by Mr. E. S. Byng, vice-chairman of Standard Telephones and Cables, Ltd., and Mr. G. A. Robinson, principal of the South-East London Technical Institute. This branch of education has grown considerably of late years both in Great Britain and in the United States, and its importance cannot be underestimated. As one expert has put it: "Such training was not to be a substitute for experience. . . . The growing complexity of industrial organizations, the evolution of new techniques, the application of science to industry, the growing size of business units and such items as industrial, economic and technological factors combine to make successful management far more complicated and difficult than it was in the past. Experience plus training are recognized in all professions civil and military. Is management the only profession where training is unnecessary?" The social significance of the subject was well expressed by the authors of the paper when they said: "One of the greatest services which education in regard to management could render would be to imbue the general body of workers with a sound elementary knowledge of the principles affecting the conditions, conduct and direction of the undertaking which they serve. In a democracy, an understanding of the principles by the workers would assist management, whereas in a dictatorship the conditions may be different."

The authors further brought out the vast increase

in the number of persons who are now concerned in management. Modern manufacturing methods actually require a much larger proportion of administrative workers than was necessary under earlier conditions. In a typical engineering organization with approximately 10,000 employees, those engaged in one phase or other of management may represent as much as twenty-five per cent of the total staff. It is not to be wondered at, therefore, that many of those in control of industry feel the need for a constant supply of young men not only proficient in the technology of departmental functions, but also trained in the principles of administration. Appendices to the paper included a list of schools where instruction in management is given, and syllabuses of "Fundamentals of Industrial Administration", "Workshop Organization and Management", and "Works Supervisory Course".

Dr. E. Benson, headmaster of the Blackpool Grammar School, read a paper on "The Grammar Schools and Technical Education". He admitted that he approached the subject from the point of view of the grammar schools. During the discussion, it was made clear that technical educationists, while differing sometimes with the educational views put forward by those connected with grammar schools, have no quarrel with grammar schools and their work as such. At the same time, they spoke their minds with some freedom when they thought the grammar schools were claiming a kind of monopoly in educational powers. Dr. Benson quoted Sir Josiah Stamp's saying that education to-day might be considered to have three main objects. It trains individuals to get a living, to live a life and to mould a world—in other words, it is education for work, leisure and responsibility. Dr. Benson's claim that the grammar school "does its best to give this complete education" may be true; but there are not lacking many who would challenge it. Neither are there lacking many who would demand to hear much more argument before they could be convinced that none of the types of post-primary schools "has succeeded so far in sharing with the grammar schools the most important of the vital qualities which the grammar schools possess. . . ." The same people would probably think that Dr. Benson had only appreciated a part of the work when to that remark he added ". . . except that junior technical schools, especially in conjunction with senior technical institutions, have, although they are comparatively few in number, established high standards for example in accuracy and craftsmanship".