

in the "Studies and Reports" series of the University of London Institute of Education (London: Oxford University Press. Pp. 110. 3s. 6d.). The lectures, originally delivered in 1935, have been revised and brought up to date and supplemented with memoranda designed to remove, if possible, the imaginary bases for the accusation made by Mr. Gandhi and others that the British Government systematically destroyed an indigenous system of elementary schools and with it a literacy which the schools are presumed to have created. Among the many factors which have militated against the success of Indian educational policies, Sir Philip stresses the extreme lengths to which the policy of devolution was carried with a blind faith that local bodies would learn by making mistakes, the amenability of the Government to pressure exercised by the vocal middle classes in favour of diverting to secondary and higher education funds which ought to have gone to primary education, the extent to which universities have been financially dependent on examination fees and the overcrowding of universities with students who ought never to have been admitted. It has been said that the nineteenth century Liberal thought he knew the final truths about education and failed to recognize that it must serve the community as well as the individual. Sir Philip mentions several hopeful indications, including the work of the social service leagues which he helped to establish at Dacca, of the springing up in Indian educational circles of a new spirit of service to the community.

#### The Carnegie Corporation of New York

THE report of the president of the Carnegie Corporation of New York, Frederick P. Keppel, for the year ended September 30 records the distribution of grants amounting to nearly four million dollars (including nearly half a million from the Corporation's British Dominions and Colonies Fund) in the following proportions: endowment and support of universities, colleges and schools 22, the arts 17, library interests 15, research studies and publications 14, adult education 5, miscellaneous 27 per cent. It is a document of outstanding interest to trustees and administrators of funds for educational, scientific and cultural purposes and to prospective benefactors and beneficiaries. Highly important questions of principle and policy are lucidly and briefly discussed under the headings "The Public and Foundations", "Funds for Philanthropy" and "Board Procedure". It appears that whilst the volume of large gifts and bequests, derived as they are from fortunes made under conditions which are unlikely to recur, tends to diminish, the funds of the various community trusts made up of relatively small individual contributions have grown steadily in the past ten years from sixteen to fifty million dollars, and the president believes that "current contributions from public funds, from industry and commerce, plus the cumulative contributions of private endowments, are together taking over a steadily increasing share of the total load" of the finance of educational, scientific and cultural enterprises.

#### Training for Citizenship

A REVIEW of the Corporation's experience in the field of general education leads to some interesting reflections on the present status and influence of the Graduate School (that "sacred cow in American education, to be worshipped rather than studied, understood, and improved") and the extent to which students destined for the professions are truly educated in the sense of being prepared for life. Their education must, it is contended, "give far more consideration than it does at present to the place of the professionally trained men and women in a modern community, the place that such men and women might take as a united group, not divided and weakened in their influence as at present by an over-emphasis on the spirit and traditions of the separate professional guilds". While education cannot alone create an aristocracy of trained intelligence, it can have regard to such an ideal and foster attitudes that would lead professional men and women to work together rather than separately in contributing to the solution of our political and social problems.

#### Lines of Magnetic Force

PROF. C. COLERIDGE FARR, of Canterbury College, Christchurch, New Zealand, has sent a communication in which he advocates the preparation of accurate charts showing the lines of magnetic force running from the south magnetic pole to the north magnetic pole. Prof. Farr points out that the secular change in declination at any observing station is the parallactic angle subtended by the movement of either pole as viewed along a line of magnetic force, and he considers that the comparison of charts, showing the lines of force at different epochs, would lead to a better understanding of the nature of secular variation. The lines of force could be sketched in on existing declination charts, but there would be obvious difficulties in drawing the lines all the way from pole to pole. In forwarding Prof. Farr's letter, H. F. Skey, director of the Magnetic Observatory, Christchurch, N.Z., directs attention to the smoothed charts of such lines given by A. G. McNish in *Terrestrial Magnetism*, 41, 37 (1936). The question is whether unsmoothed charts on a large scale would be sufficiently reliable and sufficiently useful to justify the cost of publication.

#### National Museum of Wales

AT a Court of Governors of the National Museum of Wales held at Aberystwyth on May 23, Lord Harlech from the chair reported on the result of his recent visit to the United States of America, when he was accompanied by Sir Cyril Fox, the director, to appeal to Welshmen in the States on behalf of the National Museum. The sum of £10,000 has already been received in response to the appeal. Lord Harlech stated that the attitude of Welsh Americans towards the Museum was such that the response would have been much greater had it not been for the international tension in Europe at the present time. The variety and range of the recent accessions to the collections of the Museum,