

conditions in which careful attention to the smallest details was essential for diagnosis and treatment, and to this characteristic may be attributed his success in dealing with fractures, with lesions of peripheral nerves, and with affections of the sympathetic nervous system. For many years his health was indifferent, and his work was carried on often in discomfort and not infrequently in pain; and it is a sad reflection that his last major contribution to surgical literature was a translation of Prof. Leriche's monograph on pain.

A man of the highest integrity and professional

ideals, and of uncompromising opinions, Prof. Young instilled into all his students his example of steadfast devotion to duty.
J. R. LEARMONTH.

WE regret to announce the following deaths:

Dr. W. C. Mansfield, geologist of the U.S. Geological Survey, on July 24, aged sixty-five years.

Dr. A. H. Trow, formerly principal of the University College of South Wales and Monmouthshire, professor of botany in the College during 1905-18, on August 26.

NEWS AND VIEWS

Science and the National Ideal

THE world stands on the brink of the abyss. Before these words appear in print, it may have taken the plunge; and ten million men will already have entered on the initial phase of a struggle, of which none can foresee the end, except it be in disaster. The efforts of those, who during the last twenty years have striven to reconstruct a civilization shaken to its foundations by the war of 1914-18, have been frustrated by the incompatibility of their aims with the exclusive methods of national regeneration. In all the antagonisms of recent years, the voice of science, except where throttled by the political partisan, has been steadfast in support of freedom of thought and toleration—to those of this way of thinking, essentials of social and intellectual advance, but now threatened root and branch by the aggressions of a totalitarian nationalism.

SIR ARTHUR KEITH (*Sunday Times*, August 27), while admitting the close kinship of exclusive nationalism with the tribalism of the barbaric Dark Ages, sees in its spirit the mechanism of progressive development, and contrasts it with a cosmopolitanism which is lacking in force and colour. But in this contrast is he not guilty of a false antithesis, to which he is led by a too crude and outmoded interpretation of the Darwinian's force of natural selection? In the history of civilization, the struggle for existence has been resolved from one of brute force into a struggle for survival among ideas. Too true that often advancement has come about, and the world being what it is, must still at times come about by the aid of the driving force of the national idea. But more and more the struggle loses the character of national rivalry and becomes one in which we move, slowly it may be, towards a world order, which is not merely an undifferentiated cosmopolitan universalism, but an order to which each group, be it people, nation, or empire, by the development of its traditional culture to its highest power, may contribute something towards the common good

and advancement of mankind as a whole. This is the faith and the ideal of a nationalism to which science must cling fast at all costs.

Education to Meet the Challenge to Democracy

SOME two thousand representatives of parents and teachers in the United States recently met at Cincinnati to discuss "The Purposes of Education in American Democracy" under the four heads: self-realization, human relationships, economic efficiency and civic responsibility. The proceedings culminated with a remarkable address by the president of the University of Wisconsin. American education, he said, entrusted as it has been to local inspiration, leadership and control, with emphasis on individual rights and individual liberty and but little sense of national responsibility, has for generations taught values which no longer conduce to a proper understanding of a world infested everywhere by a highly organized and efficient system of vilification and ridicule of the whole theory and method of democracy. The dictators are cultivating a common interest and a new goal; telling the masses that to save one's life one must lose it in devotion to a common social ideal. How can this be countered in a society split into groups which are at war with each other on political, social and economic fronts? Only by engendering an overriding devotion to what it wholeheartedly believes to be a worthier common social ideal. "Only a dynamic democracy can cope with a fact-facing fascism." The need is urgent. Only a conscious educational programme can produce the requisite sense of common purpose and common sacrifice, active, steady and constant. It "calls first of all for an understanding of democracy as a way of life and a nourishing of the underlying values upon which society depends for its existence. . . . Education must face this issue or lose its liberty and its opportunity". The address is reported in the July issue of *School Life*, the official organ of the Office of Education.