

**SCHOOL: A MONTHLY RECORD  
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**R. B. LATTIMER**

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"To prepare us for complete living is the function which Education has to discharge."—HERBERT SPENCER.

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## Practice and Precept

50a Albemarle Street, W.

June 28, 1907.

It would appear that Baron Kikuchi's lectures on education in Japan under the Martin White benefaction have not aroused any general interest outside professional circles and only among teachers to a limited extent. Perhaps any one so thoroughly acquainted with a subject in all its branches is hardly the best exponent to those who are entirely ignorant. However, it may be noted that the inaugural lecture delivered at London University was printed in the June number of the *Nineteenth Century*, and the last Annual Report of the Minister of Education, which has just reached this country, leaves an impression deserving of mention. In Japan, education seems to be more closely interwoven into the national life than it is in this country. The Minister is able to report greater intercourse every year between the technical and commercial schools and the men of business. Visits are exchanged, experiments conducted for purposes of comparison, and every opportunity taken by co-operation to advance the industrial welfare of the country.

There is evidence of the same spirit in other departments of public life. The pupils of the Higher Normal School for girls held their athletic sports in the enclosure of the Toyama Military School for the amusement of the invalid soldiers. Perhaps the students of Whitelands College would offer to crown the May Queen for the entertainment of the Chelsea Pensioners. Or again, where is there a public library erected as a memorial of the victories in the Boer War? But to the Japanese it was quite natural to found many after the war in order to strengthen the educational system of the country. No doubt a large share of the credit for spreading and strengthening this general interest in education must be given to the educational societies which exist for that purpose in almost every locality. It will probably not be until the English people feel a genuine concern about the welfare of education itself that controversy carried on in its name will cease, for it will then be generally recognised that there can be no real progress while energies are being wasted in constant warfare.

We have often remarked that the lot of the schoolmaster is not an ideal one in the matter of his outlook upon life, and we are sure that the majority of those engaged in teaching will be