

war, and the war's shock aroused the nation to action. I sat through two absorbingly interesting sessions of the house of commons. One was on the day of political crisis, when some innocent souls thought Mr. Lloyd-George was in danger of being driven from power, and when, with the eyes of the world focused on Westminster, with the benches and galleries of the commons packed, the prime minister in a great speech drove his enemies from the field in utter rout. The other was on the day when Mr. Fisher, minister for education, presented and explained in much detail an ambitious but dry-as-dust program for educational reforms.

"The one occasion saw a tremendously dramatic political spectacle; the other, a three hours' explanation of a complex piece of constructive legislation. Yet I am not sure that Mr. Lloyd-George's was the greater triumph. To a house of commons that had already voted away something like a quarter of the national wealth in war appropriations, Mr. Fisher calmly made his demand for \$75,000,000 to inaugurate a complete new educational organization—and was enthusiastically applauded.

"That applause was the testimony that Britain intended to help the munition girl who aspired to be more like a lady; to help the farm boy who, while digging trenches in Flanders, has learned to see life with a wider vision than when plowing furrows in Kent.

"Like every other British reform, the educational act carefully utilizes the long-laid foundations, avoids unnecessary shock to tradition, saves and builds upon whatever has been found good. It has since become a law, and for its coordination of all grades from kindergarten to university, for its plans to make education compulsory, practical and cultural; for its guarantees of the full measure of education opportunity that every type of adolescent mind may justify, it seems fairly to justify the verdict of some educators that it is the most complete and satisfactory educational scheme ever devised for any nation.

"If space would permit, a digest of this measure, which combines a scheme of universal education with new and necessary restrictions on child labor, would give an excellent idea of how the British managed, while meeting the demands showered on them by a warring world, to find time for constructive reforms.

"Here in America a few people have just begun to study the amazing data about illiteracy, our 11,000,000 alien residents, use of foreign languages in great communities, and the physical degeneracy of great classes, which have been made available through the working of the universal military service act. British has studied its corresponding data, and has taken measures to end disgraceful conditions."

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## REORGANIZED BRITISH SCHOOLS DURING WAR

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Minister of Education Said to Have  
Been Tendered Ambassadorship  
to the United States.

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WASHINGTON, D. C., June 27.—Herbert A. L. Fisher, who is said to have been offered the post of British ambassador at Washington to succeed Earl Reading, is known widely as a scholar, historian and linguist, but his most memorable public service, perhaps, has been in his present position as minister of education in the Lloyd-George cabinet.

How he won from parliament in war time a budget with which England hopes to revolutionize her educational policy, regarded as one of her greatest reconstruction measures, is told in the following communication to the National Geographic Society from Judson C. Welliver:

"The organization—it can hardly be called a system—for public education in Britain was notoriously inadequate. Many people knew that before the