On leaving school : and the choice of a career / by Sir Charles Cheers Wakefield.

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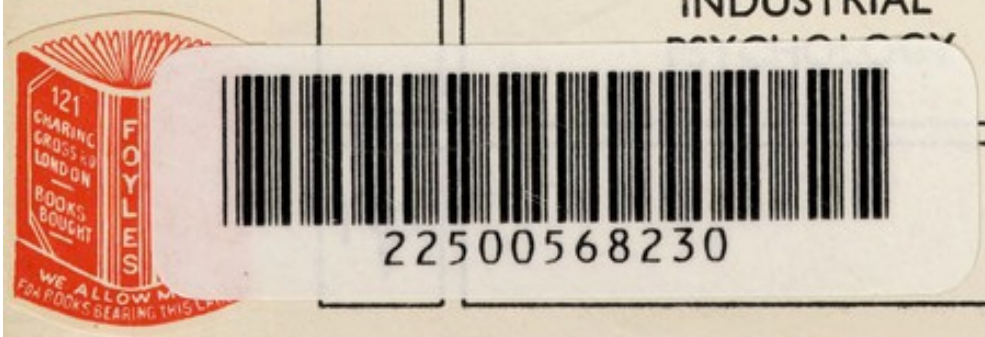

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On Leaving School

and the Choice of a Career

BY

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TO MY WIFE

TO WHOSE COMPANIONSHIP
AND ENCOURAGEMENT
I OWE MY HAPPINESS
AND WHATEVER SUCCESS
LIFE HAS BROUGHT ME

Contents

Foreword

SOME time ago I was invited to contribute to a series of Lenten Addresses to be given in a City Church (St. Martin, Ludgate). They were to be on various aspects of Education, and I was asked to take "Education and Commerce" as my subject. This address, and a subsequent discourse upon a similar theme at the Sir John Cass Institute, brought me much correspondence, largely the outcome of condensed press reports, and, as a consequence, I found myself devoting a good deal of thought to the problems involved. The result is this book, which, with some hesitation, I offer as a personal contribution to an all-important question.

The more I pondered on the difficult problem of the choice of a career, as it presents itself to young men and women to-day, the more vital seemed to me its relation to the

problems of Education. In the commercial world much office drudgery that formerly meant the expenditure of time and labour is now successfully performed by machinery. In the higher ranks, the call is, therefore, increasingly for those who can freely develop and exchange ideas, in speech and writing: those who have not in some measure "the gift of tongues" are likely to be at a disadvantage.

As regards the actual choice of a vocation, my experience leads me to believe that what is needed is not so much a full and complete guide to all the possible occupations, as a few simple and direct suggestions, together with some general reflections upon character and training that make for true success. I make no claim to be able to impart the secret of success. Indeed, there is no secret. To all but a favoured few, the path to success is rugged and not easy. Success, in truth, is not life's goal; not an aim sufficient in itself to satisfy human aspiration. Success is rather a way of life; and the secret is nothing more than the knowledge of how to develop harmoniously, amid our environment, all the best qualities vouchsafed to us,

using them joyously in the service of our fellow men.

This book is concerned with humanity's unending task—that of clearing the way for the younger generation. The education of young people and their preparation for the work of the world is probably our most important duty in life. In their choice of a career, and in their conduct when that choice has been made, they lean very heavily upon our advice and example. The purpose that should inspire us has been well expressed by a poet unknown to me, in verses addressed "To my boy,"

"So let him live,
Love work, love play,
Love all that life can give,
And when he grows too weary to feel joy,
Leave life, with laughter, to some other boy."

Should my book help, in however slight a way, towards this view of life's high purpose, its mission will have been fulfilled.

C. C. W.

THE boy or girl who is on the point of leaving school goes about the duties of the remaining days in a state of mingled joy and apprehension—perhaps misgiving would better describe the latter state. I can distinctly remember in my own case—and I do not suppose even the very "modern" young people of to-day are different—how I wished the last weeks of school would quickly pass, so that there should be no more lessons, no more feverish cramming at the last moment of geography or history that should have been absorbed the previous evening, but freedom, glorious freedom! And then, when those weeks had become a matter of days, my rejoicings became tinged with vain regrets and vague fears. All the jolly companionships of school-life were about

to be sundered; and somehow the world of which I knew so little seemed less free and less desirable as the day approached for me to enter it.

For the boy, at any rate, there is no crisis in his life so clearly marked as this. The adventure of being born is one of which he is all unconscious; and although getting married is another great adventure that the future may have in store for him, it is in most cases no such step from the known to the unknown as is the moment when he leaves the ordered and protected life of school for the great world outside. It was so in my youthful days, and I suspect it is so still, in spite of the numerous agencies that make the twentieth century boy far more familiar with the externals of the world of industry and commerce than we were fifty years ago.

In truth, whatever occupation a boy on leaving school may take up, he soon finds that he has but left one school for another, where both the prizes and the penalties are proportionately greater. He has leisure, instead of homework; and he may imagine that he is his own master after working hours. If,

however, he fails to discipline himself so as to spend some part at least of his leisure in study, not neglecting the study of subjects suggested by the nature of his chosen calling, he is likely to pay dearly for the abuse of this new freedom from formal tasks.

His second "school"—be it office, or warehouse, or factory—is conducted with no special regard for his interests as an individual. Instead of being (whether he knew it or not) the central object of zealous skill, care and patience, he finds himself the smallest and least important cog in a machine the working of which he does not at first understand. If he is fortunate, he may be under the immediate supervision of those who will go out of their way to explain things and stimulate him to equip himself for further usefulness when the opportunity comes. On the other hand, he is just as likely to be left to fit himself into the scheme of things as best he may. If he grows too big for his first humble niche, and has failed to make ready for the next stage, he will soon discover that in this strange kind of school the dunces are frequently thrown out altogether.

I do not want to press this point too strictly, for, as a matter of fact, many business enterprises to-day find it to their own advantage to watch over their apprentices and novices. They train them, or put them in the way of obtaining the necessary skill or knowledge that they will require. In spite of this, in the world of commerce and industry the youngster is lucky if he quickly learns the value of self-reliance. However much kindness and consideration he may receive at the hands of his superiors, he is no longer in an institution which exists solely to serve him; and he must fit himself for it, or else make way for those who will. "Trust thyself," says Emerson in one of his great essays, "every heart vibrates to that iron string." And other hearts and minds respond. There are not wanting those in positions of responsibility in business houses and factories who are quick to discern the lad who is learning to stand upon his own feet. Self-reliance is an outstanding quality in a well-balanced character.

At this early stage in the adventure of life self-reliance is a far more valuable quality than self-confidence, with which it is some-

times confused. The boy who prematurely acquires an aggressive self-confidence, or self-assurance, is often by no means lacking in native intelligence. He sometimes succeeds in going through at any rate the elementary school period without being found out. By good luck and cheerful effrontery in moments of crisis he may acquit himself as well as the conscientious boy who does twice as much real study, or he will, at all events, appear to do so. In the great world outside the walls of the classroom, however, sooner or later he will be found wanting. Self-confidence in later life, when there have been time and opportunity for its justification by study and experience, is a great asset in any walk of life; but in the boy in his 'teens it is indistinguishable from that odious characteristic, bumptiousness!

Whether launched into the world of affairs from the elementary school at the age of fourteen or fifteen, or from the secondary school at sixteen or upwards, the new recruit in commerce or industry who realises the need for self-reliance, and who has an alert enquiring mind has in him the elements of success. It is of course assumed that he is not

deficient in the basic virtues of honesty and diligence.

This self-reliant type of youth is most likely to possess that power of rapid decision which bulks so largely in the character of the successful man. One often hears it said of a business man that you can "never get a decision from him," and we know at once the type of man referred to—a bad lieutenant in an emergency. There are many occasions in the life of every man when he is called upon to decide, to say "yes" or "no" to an important question that is put to him. Some are so dull that they do not even see the alternatives—with their potentialities for good or ill—that present themselves at these decisive moments. Others see them, hesitate—and decide wrongly, or too late. The right decision must be made at the right time, and it is this rare and valuable gift—this power of decision—which sturdy self-reliance can give to a man.

Let me turn specifically for the moment to life in a modern office, with which I am naturally most familiar. The first four or five years that a boy spends there are the most decisive in his post-school career.

Necessarily, he will find himself occupied with a succession of comparatively uninteresting duties; and to the dull boy they will be less dull—and consequently less dangerous—than to the more intelligent boy. Everything turns upon his possessing sufficient imagination to be curious. Routine work is unavoidable, and although a wise office chief will do all he can, by frequent exchanges of personnel between different departments, to guard against staleness, in the final analysis everything must depend upon the mental attitude of the individual.

"There is nothing either good or bad, but thinking makes it so," Shakespeare has said; and this is a piece of wisdom that the young should make peculiarly their own. The clue to everything is there. There are at least three phases of mental perception. There are those so dull as not to know that their work is dull, and they are content. It is their tragedy, that they do not know. Then there are those of keener understanding, who see that they are engaged upon work that of itself is hopeless and dull, but have not quite enough strength of mind to look beyond, and so they lose hope. Their tragedy is that

they know, but see "as in a glass darkly." The lad of true intelligence recognises that the drudgery through which he has to go is only a stage; he lightens it by his native common sense and keen foresight, preparing buoyantly for the next step forward.

We all occasionally meet people who have had remarkable experiences; they have perhaps endured great hardships and shown notable heroism in time of danger, yet are quite unable to convey any impression of their unique adventures. Only a short time ago I was told of a young ex-airman who saw more than the average amount of active service during the war, who is remarkable for his taciturnity and apparent lack of interest in his own adventurous career. This inertia of mind, in the case of people who have had thrilling or harrowing experiences, is perhaps a necessary form of unconscious self-defence in order to enable them to survive their trials. Heroes, after all, are of two types: the actively heroic, who, gifted with imagination and daring, face and overcome terrible dangers with full knowledge of the risks incurred; and the passively heroic, whose stolid dogged courage carries them through

trials the full horror of which they themselves do not realise. Here are two opposite kinds of mind—the one that seeks adventure, the other that endures it. Both have their value in time of war, or at any time; but the first is the one that is most natural to youth. Certainly, it is better for the young man in his early experiences of commercial life to cultivate the mental qualities of the seeker, to be alert, even inquisitive, rather than indifferent or merely passive in his attitude towards what is going on around him.

This inquiring habit of mind is allied to the rarer quality of imagination. Of all people, children are the most imaginative, as Macaulay once observed, and as all parents and lovers of children will agree. The pity of it is that this most precious of our natural gifts is rapidly submerged if the circumstances of education and upbringing are not favourable to its free development. Fortunately, the principles and methods of education recognised and followed in our schools to-day are more conducive to the cultivation of the imaginative faculties of young people than ever before. There is less of the old unthinking cruelty of loading

the youthful mind with multitudes of unrelated facts. History is no longer taught as a kind of jig-saw puzzle of names and dates. Nor is geography quite so tedious a business of long lists of countries and capitals, rivers and mountain ranges, as it was formerly. The child of to-day has a greater chance of leaving school with some grasp of the relations to each other of the various branches of learning, and the bearing upon the life of the world about him of the discoveries and achievements of the past.

If the lad who enters into the modern office or factory learns the value of self-reliance, and has, in addition to the natural capacity for interest and enquiry of a fresh young mind, the more valuable quality of imagination, he possesses the essentials of both contentment and success. He will understand that the intrinsically dull and deadening routine work upon which he may be engaged is related to the whole vast machine of which it forms no unimportant part. He will see that he is at a necessary stage of usefulness, and will avail himself of every opportunity to learn something about the adjacent parts of the mechanism. He will as rapidly as possible

absorb the traditions of his firm and identify himself as closely as he can with its interests. Every well-managed concern provides opportunities for any member of its staff to put forward ideas and suggestions; and I have known many instances where juniors still technically immature and even ignorant have been able to frame quite valuable suggestions by zealous application of well-directed imagination. They have perhaps been able to project their minds into situations of which they have had as yet no actual experience and have conceived improvements of method which had not occurred to those immediately concerned.

The cultivation of an active imagination is the surest safeguard against the disastrous depression and inertia that come upon the youth who allows himself to be overcome by the tedium of the comparatively humble tasks that fall to the lot of the recruit. It is not enough to be merely intelligent; because, without the aid of imagination, the young and inexperienced, however intelligent, may suffer the utter discontent and despair of those who find themselves doing work which is irksome because it is far below

their capacity. The happy combination of imagination and intelligence develops the faculty of foresight; and it is this power, this manly quality, as the Greeks called it, which provides the best means of progress. It is often the first step that counts, in business as elsewhere, and it too frequently happens that the first really substantial advancement is delayed, or does not offer at all, because through some lack of foresight a young man has not qualified himself in some simple obvious way. More than once, in my own experience, I have wanted to promote to some post of greater individual responsibility a man whose general behaviour and appearance had impressed me favourably, only to find that he had omitted to study some essential subject. The post has gone to some junior man, perhaps less generally suitable, because he had the intelligence to look well ahead, and ask himself, what next ?

Still, given self-reliance, alertness of mind, imagination and vision, or foresight, there yet remains the great and desirable gift of patience. "Patience is bitter, but its fruit is sweet." In the really active and ambitious young man patience is a quality the possession

of which implies self-control and self-organisation of an unusual order. In my own career I had the very great fortune to reach what is now called executive rank at a very early age. Before I was twenty-four I had travelled round the world on a more or less independent business mission. I realise that my case is one in a thousand, and I have always admired the quality of patience as giving poise to a young man of high character who is still waiting his chance. To know just how long to wait, and when to risk everything by employing his trump cards, is a part of genius in a man. If this should meet the eye of any young fellow who is conscious of ability and is desperately near the end of his patience, I bid him ponder Rousseau's proverb which I have just quoted. Never despair, and never lose patience! If things seem to be moving slowly; if you are, as you imagine, well prepared for the promotion that is so long in coming; prepare for the next step after that! He leaps farthest who looks farthest. Acquire the knowledge and experience that cannot fail to be helpful to you, keep cheerful and refrain from worrying; your chance will come. It may even be that

you have concentrated too much and too soon upon hopes and fears for future promotion. I would never advocate a one-sided development bent wholly upon commercial advancement. To eschew, on the one hand, the study of the humanities, which afford us entrance into the world's treasure-house of beauty, of creative thought and design, or, on the other, to neglect altogether the social side of life and open air pursuits and healthy games, is to lose much of the essential delight of living. Of all forms of asceticism, mortification of mind and body for the sake of an all-absorbing commercial career is perhaps the most repulsive.

Patience is the natural ally of two further endowments of a well rounded character—a sense of proportion and a sense of humour! Of every good quality there is an excess which is undesirable. Excess of self-reliance leads to secretiveness and mulish obstinacy; of curiosity, to impudence; of imagination, to hesitation and inaction; of foresight, to indecision; of patience, to weak submission; and so on. To give due weight, and no more than its due weight, to each ingredient in the composition of our character, we are fortunate

if we are blessed with those twin-senses, a sense of proportion and a sense of humour. As a sweetener of life, preserving the rich and successful from odious self-satisfaction, and helping all to banish the demons of discontent and ill-will, there is nothing to compare with a sense of humour. As a race, we British have been accused (with much injustice, I think) of taking our pleasures sadly, but at any rate we seem to be possessed of the compensating virtue of taking our troubles gamely. Critical moments in the terrible tragedy of the world war are linked up with the innumerable stories of the unquenchable humour and gaiety of our gallant men under inconceivably horrible conditions. Our history is full of incidents that go to prove our title to a sense of humour as a national trait. Was it not one of the Stuart Kings, who, on his death-bed, apologised to those around him for being "such an unconscionable time a-dying"? And have not all Londoners recent memories of gay and witty tags chalked upon the sides of motor omnibuses during the general strike of May 1926?

These things save us from the bitterness of

a dour logic which, carried to its ruthless extreme, would make life indeed a dull and dreary business. The man who is equipped with a lively sense of humour is endowed with a power that will help him to extract a few grains of comfort from the grimmest situation. With the help of a little imagination he can create a pleasant phantasy in his own mind which will refresh his spirit even during the drabbest passages of life's pilgrimage. Sometimes one seems absolutely becalmed upon the ocean of life, nothing happens, and it appears unlikely that anything will ever happen. It is then that the saving grace of humour keeps alive hope and interest, until the breezes blow once more and we move forward, prepared to face danger as we escape from the torpor of inaction.

In the confined world of the office, especially for the youngster, there are these stretches of almost stagnant routine, where the propeller seems to be in constant danger of being hopelessly clogged by the clinging weeds of filing or indexing—those necessary processes that are so deadening to the actively intelligent youth. Then his natural cheerfulness of disposition comes most aptly to

the rescue, and a lad of humour and resource will find a way to relieve the dreariness. He will see that it is possible to make the dullest work endurable by creating a kind of mental game out of it. It is difficult to be more precise; but anyone who has been through such an experience in any phase of life will know how it is possible to dramatise, as it were, one's part, to invent for oneself a mental arena in which this very prosaic part is illumined by some poetic fancy or by the importation of some purely imaginary sporting interest. This helps the lad to carry on with undiminished zest until the next turn of the tide. Then perhaps something that is sufficiently intricate and interesting may call out his latent powers. His sense of the humorous will not be sorely tried in his efforts to enliven the journey.

A sense of proportion is perhaps the most valuable constituent in a practical philosophy. It teaches us so much about what we may expect from life, and how to regard ourselves and those about us. It tells us to pitch our anticipations (not our hopes) too low rather than too high. The sage of Concord relates

in one essay how he compared notes with a friend "who expects everything of the universe and is disappointed when anything is less than the best, and I found," Emerson concluded, "that I begin at the other extreme, expecting nothing, and am always full of thanks for moderate goods." A sense of proportion saves us from the dangerous error of over-estimating our little triumphs, and from the equally dangerous mistake of expecting our luck to last for ever. There is a story told somewhere of an Irishman who, out for a day's walking in a hilly country, was discovered walking to and fro upon a flat stretch of about 50 yards. He was asked the meaning of this eccentric proceeding, and said, in reply, "Bejabers, when I get a level bit I must make the best of it!" The Irishman was incredibly foolish. But are we less so, if we attach too much importance to isolated flashes of good fortune that may illumine our path? Living for awhile in a haze of self-complacency, we are apt to forget the hills yet to be climbed, and weaken ourselves by self-satisfied contemplation of our good luck. Take Fortune's gifts, be thankful, and pass on.

There is no malignity in life, just as there is no favouritism, however strongly isolated examples of either extreme of fortune may tempt us to think so. Just as a sense of proportion protects us from exaggerated ideas as to the significance of our puny successes, so it buoys us up when we are almost overwhelmed by a flood tide of disasters. Encompassed thus by difficulties, it is good to be able to feel that we shall rise from overwhelming despair, that the onward surge of the sea of life will carry us again forward.

There is another quality of which the 'prentice in Commerce needs to have a goodly store, and that is loyalty. By this I mean something more than the mere passive virtue of gratitude either for past favours or for those to come. Loyalty is an active force. A well-conducted school aims at arousing in its scholars the team-spirit. This quite as much as any mere technical ability in the art of teaching, leads to success and to the sending out into the world of boys and girls who are proud of their school, and of whom their school has a right to feel proud. Whatever faults there may be in some branches

of our national education, British schools are, I think, very successful in imbuing young people with this fine spirit of loyalty. I have heard of many instances where boys have for years kept in touch with their old schools, visiting their former teachers at intervals, reporting their successes and achievements, and showing in many other ways their recognition of the formative influence of the school life upon their character. Thus it is that so many of those who enter the world of business show a like spirit in their new sphere.

In the first critical years, however, it needs some exercise of imaginative sympathy on both sides for the young clerk to be able to preserve this spirit of enthusiasm in an active state. In the modern business house it is difficult to introduce the direct personal relationship that exists between teacher and pupil until the novice has passed through the early stages of routine work to something more individual and responsible. Many firms do what they can, by appointing supervisors of character and intelligence who are not slow to recognise and encourage good conscientious work. Still more can be and

is done in the organisation of outdoor sports. But in the end much will depend upon the youth himself, who must try to understand what is expected of him, and what, indeed, he owes to himself. At school, the team-spirit is infectious; it is not easy to be indifferent to it. After a very little while, the school becomes "my school," and any individual feat connected with it—whether on the playing field or in the class-room—is a matter for pride and rejoicing. The boy responds naturally and energetically to any reasonable appeal that is made by his head-master.

The change from school to office or factory is a very complete one. Just as it was easy at school to assimilate the spirit of the place, to respond with loyalty and affection to the inspiration of school in respect of work and companionship, so now it is difficult to maintain the same sentiments in the changed surroundings. But the effort must be made, and it is well worth making. Without the glow which comes from interest and keenness office life is disappointing to the youngster. He finds himself set to work that is, probably, intrinsically dull, and fails to appreciate the

true meaning of his new duties. As a matter of fact, he is placed in a position where he can make or mar his future career; and, however simple and humble may be the early tasks that he is called upon to undertake, none the less, he is put on trust. If he fails in small things, he can scarcely expect his superiors to believe him capable of greater things. The possession of the team-spirit at this critical period will explain much to him. Although formal teaching is absent, it is within his power, while carrying out his normal duties, to increase his naturally small knowledge of the technical side of business. And, just as in school his prowess as a scholar or as an athlete redounds both to his credit and to the good name of the school, so in his endeavours to increase his knowledge and usefulness he is benefiting himself and proving his loyalty to the organisation of which he is now part. Once the right mental attitude is adopted, it is surprising how soon even the largest business house assumes a personality in the eyes of the newcomer, who transfers to "the firm" some at least of the goodwill that formerly attached to "the school." When this position is attained, this preparatory

period becomes full of interest and hope. It is, of course, true that such relations depend almost equally upon the policy adopted by the "senior partner," the employing firm, and I should consider any firm badly managed which did not succeed in arousing spontaneous loyalty generally among all the members of its staff.

I have confined myself entirely here to an attempt to indicate the characteristics that are necessary for the happiness and success of the boy or girl on leaving school, especially upon entry into the highly-organised sphere of commerce or industry. No one in these days of specialisation can deny the absolute importance of full and accurate knowledge and skill in the technical subjects and branches of learning that are needed in any of the many different occupations that may be followed. But the foundation of happiness and success is to be found in the general qualities of the individual character. It may be possible to attain to commercial success with no more moral qualities than are compatible with a strong will, a liking for hard work, and a highly-developed acquisitive sense, but that is not the kind of success in life that I have

in mind, nor do I believe that there is room in the modern world for the self-centred fortune-builder. I associate happiness and success in an absolutely essential partnership. In my view a barren financial success that is reached at the expense of a happy rational life of service and fellowship is no success at all, and the very reverse of a desirable ambition. Therefore, without the sound basis provided by the intellectual and moral qualities I have sketched out, shipwreck at some critical phase of life's journey will with difficulty be avoided.

Before all knowledge that is acquired by study and all forms of skill that are perfected by practice and experience comes the moral force that is given by character. As the great engineer Stephenson said, "the greatest engineering is the engineering of men." Speaking on this subject, Emerson says that "the same motive force appears in trade. There are geniuses in trade, as well as in war, or the state, or letters; and the reason why this or that man is fortunate is not to be told. It lies in the man; that is all anybody can tell you about it. See him, and you will know as easily why he succeeds, as, if

you see Napoleon, you would comprehend his fortune."

"His natural probity combines with his insight into the fabric of society, to put him above tricks, and he communicates to all his own faith, that contracts are of no private interpretation. The habit of his mind is a reference to standards of natural equity and public advantage; and he inspires respect and the wish to deal with him, both for the quiet spirit of honour which attends him, and for the intellectual pastime which the spectacle of so much ability affords."

"Character is a natural power, like light and heat, and all nature co-operates with it. Men of character are the conscience of the society to which they belong."

Thus Emerson; and his views upon the value of character are supported by all the greatest teachers and thinkers. In business and in most other walks of life there are temptations that young men may find troublesome. There is, as contrasted with the ordered sequence of school studies, a comparative amount of liberty. It is therefore always possible for a lad to become slack and idle, for in many of the simple forms of

routine work, unless the supervision is exceptionally effective, it is difficult to assess, at any rate for some time, the individual contribution to the work of the day. The youth who is not steadied by innate fineness of character may think it clever to "go slow" and take advantage of the trust that has been placed in him. This may pass for some time; and what began as a youthful carelessness becomes a bad habit that is bound sooner or later to lead to trouble. It may seem as if the gradual relaxation of effort is unnoticed; but, although circumstances often make it difficult to bring conviction definitely home, if there is the least suspicion that the reasonable minimum of keenness is not being shown, the negative step of the withholding of promotion is the least that may happen.

It is very necessary to emphasise this prime importance of character. Those who abuse the trust reposed in them by misusing the freedom of action that is necessarily left them harm themselves most of all. If the work is truly irksome, it is far better to face the situation and make a change before it is too late, rather than fall into habits that

eventually undermine the best prospects of life. Such a go-as-you-please slackness is a serious misinterpretation of the meaning of liberty, which Lord Acton nobly conceived as "the unchecked power of men to do their duty."

By applying the standards that everyone acknowledges at heart, however they may flout them in deed, a better balance will be struck between duty and mere caprice, and the ideal of duty will become an inspiration. To paraphrase President Wilson's historic dictum, we shall find that there is such a thing as being too proud to shirk. Nothing can bring you peace but your own conscience. If you know that you are dishonest—and slackness is very definitely a form of petty dishonesty—you can have little pleasure in the meagre results of such spiritual malingering.

The desirable thing, it seems to me, is at all stages of life to be able to impress those about you with a sense of power in reserve. This, curiously enough, is not to be achieved by putting less than one's utmost into the task of the moment. Rather is it to be achieved by extreme industry and efficiency, so that observers deduce from the particular a

general potency. This has always been the sign manual of true greatness. For instance, it was said of the elder Pitt that there was something finer in the man than anything he said. We see the same truth shown in effective mechanism. The distinguishing mark of a good internal combustion engine is that it proves equal to any task it may be called upon to attempt, and always, even on the steepest gradient or under the heaviest load, works well within its range of power. This is the ideal at which to aim, and for success in its attainment self-reliance, curiosity (in the sense of acute "interestedness"), imagination, foresight, sense of proportion and sense of humour, patience and loyalty are some of the qualities of character that will be needed. Every man who has left the impress of great deeds and noble thoughts upon his generation has had, each in his degree and measure, this moral equipment, and it has brought peace and happiness to countless millions of those unknown to fame for whom the affectionate esteem of those about them has been success enough.

English in our Schools—And Afterwards II

"THE first duty of a man is to speak, this is his chief business in the world." If Stevenson was right in his dictum, it is certain that this primary duty is insufficiently cultivated in our schools to-day. The chief object of education should be to draw out the powers that are the latent possession of every child. To do this we provide the child in its progress through school life with a graduated series of studies calculated to give a progressively clear and full idea of the world about it, of the achievements of man down the ages, and of the thoughts and ideals which have inspired him in his struggles for freedom. Necessarily, a great deal of this process consists in imparting items of information, but we have outgrown the old idea that this storing of the young

mind with vast catalogues of facts is the really important side of education. We now begin to see that this part of educational effort only promotes the main purpose we have at heart if it is done in such a way that isolated facts and statements sink down into the unconscious mind of the child and are there fused into an intelligible whole. Facts are of value if they are assimilated, if the child's own moral sense and mental energy are aroused and inspired. When this does not ensue, the last state of the unfortunate child is frequently worse than his original ignorance. The child's mind may be so confused by facts and by mechanical rules that he will give as answer to a simple arithmetical problem that a room is " five shillings and sixpence " wide. The amusing " howlers " that we see reproduced in the press after the yearly examinations, so far as they are genuine and not the clever inventions of journalists, are depressing to those who realise the mental confusion they betoken.

It is not my intention here to embark upon a general discussion of the best methods of teaching the different subjects, beyond recording a general opinion that they must

stimulate and not stupefy the natural intelligence of the pupil. They must be so taught as to assist the development of the inborn faculties, not applied as a kind of veneer which effectually seals the young mind instead of opening it. Every subject, from simple arithmetic to advanced economics, is taught through the medium of the mother-tongue, and a high responsibility rests upon the teacher, in regard to the purity, conciseness, and refinement of the language he employs. The child should receive, with each lesson in every subject of instruction, a further advance towards that freedom of his native English which alone will enable him aright to understand, discuss, and develop the practical application of each branch of human knowledge.

Education is experience, and every impression that a child receives during his school life counts for something in the final result. Every such impression that is blurred by the vagueness, inadequacy or lack of clarity of the language employed in the elucidation of the matter in hand contributes to hinder the proper use of the knowledge it is sought to impart. For knowledge and

ideas are useless that cannot be expressed clearly and forcibly in fluent and pure English. On the other hand, they can be tested, strengthened, modified or abandoned if the power of self-expression in conversation, discussion, or debate, has been developed; and this power is an absolute necessity for a vigorous and successful intellectual and social existence. Therefore, without discussing educational methods, we may conclude that it is important that at every stage, not only in formal lessons on grammar and English literature, the King's English shall be spoken.

Obviously, unless a child has obtained some command of the mother-tongue, no general educational progress is possible, and this implies a lifelong handicap. If, because of ill-health or for any other reason, a child misses certain stages of a vital subject, such as history or geography, it is always possible to recover lost ground. But the lack of fluent and correct English is an absolute bar to the communication of ideas. The importance of English as the necessary basis of any scheme of education is, happily, fully recognised to-day. A Departmental Com-

mittee was appointed a year or two ago to consider the whole question. Its Report was a most interesting study of the matter, and its conclusions are worthy of the closest attention.

The Committee's recommendations are worth summarising, as they cover the whole field of education. The main general conclusion is that State education "needs to be perfected by being scientifically refounded as a universal, reasonable and liberal process of development," and that for such an Education "the only basis possible is English." With that we can have no quarrel; nor, from my own experience of the products of national education during several decades, do I consider it superfluous. The more closely one studies it, the less of design does there appear to be in the national "educational ladder." It is truly a ladder with most irregular rungs and some dangerous gaps.

As regards Elementary Schools, the Committee's point is the one upon which I have just dilated; every teacher is a teacher of English, because every lesson is given in English. Speech training must be given from the start and continued through

the whole period of school life. It is the business of the Elementary School to teach all its pupils to speak standard English, and in districts where there is a pronounced dialect, the right method is not to try to suppress the dialect but to aim at making the children bilingual. The Report emphasises the importance of oral work as the foundation upon which proficiency in the writing of English must be based. It recommends that any teacher who has a special aptitude for teaching composition should be encouraged, and that the art of listening, as well as the art of speaking and reading, should be practised. At a suitable stage of the work, it suggests, when the recognition and use of the symbols have been mastered, the English lesson should be called "literature" rather than "reading." Finally, the fact is insisted upon that, if literature is to be enjoyed by the children, it must be entrusted to teachers with a love of it.

In the present stage of national educational ideals, so many of our children receive no more formal education after they leave the Elementary School that this section of the

Committee's enquiries is the most immediately important. If every normal child is to be given a well-rounded educational portion—and that is, surely, his birthright—there is a great deal to be done in a short time; yet any curriculum that is based upon breathless haste is doomed to be ineffective. Hence the vital need for good English as the medium in which all subjects must be explained to children.

As far as the teaching of English is concerned, I like the insistence upon the inadequacy of the methods employed in the teaching of "composition." There is insufficient oral discussion as preparation for what is, after all, a literary exercise. With the meagre results of this perfunctory method we are familiar. The one or two "bright" children in the class produce "essays" that are at any rate fluent and pleasing summaries of their naïve ideas upon the subject set. The others produce a few lines, perhaps, of bald and crude statement, and sit inactive for most of the time, unable, because they have never been given any hints as to the assembling and development of ideas, to comment upon the few simple relevant

thoughts that are common to most children of their age. And so it happens that the children who most of all need help reap practically no benefit from these attempts at "composition." Their papers are, no doubt, corrected for errors in grammar or spelling, but they make no advance in what should be the real object of the lesson, namely, the expansion of the faculty of consciously directed thought and its expression in simple and direct language.

This is not, of course, in any sense an attack upon the work of teachers in Elementary Schools. They do splendid work under most difficult conditions, and not the least of their trials is that the nation at large expects too much from Elementary Education and at the same time gives it too little practical sympathy and support.

With reference to the necessity for speech training—I here follow the Report again—it is important to realise that, for many of these Schools and for most of the children in them, it is a race between the influence of the street and the home and that of the School. In too many cases, so powerful is the influence of the environment in which the children

spend two-thirds of their waking time, that they leave School at the age of fourteen with a vocabulary limited to that of the street and the market place. These children are likely to be mentally crippled all their lives.

The elementary education period is so short that it is impossible to deny the soundness of the suggestion to make every lesson a lesson in English. So far as I can see this is the only way, under present conditions, in which to equip the children with some measure of their rightful heritage. If this were recognised by teachers and educational authorities, and if the right teaching of English were regarded as a science and an art, it would be possible for the history or geography lesson to be a very model of good and appropriate language.

The recommendations contained in the Report as for Secondary Schools follow much the same lines, and the final conclusion is that in the teaching of literature the scientific ideal and the ideal of human interest should not be thought of as opposed. I find in a subsequent section support for my view, expressed elsewhere, that the needs of business are best met by a liberal education. The use

of " commercial English " is also deprecated. Business men who expend valuable energy in preaching the gospel of simplicity and directness, as opposed to the tortured epistolatory style that threatens to become a tradition in business correspondence, will echo these sentiments.

Turning to the consideration of both Day and Evening Continuation Schools, the report admits that the curriculum in these schools is bound to bear a closer relation than that of full-time schools to the workaday world. The pupils must devote most of their study to subjects bearing upon their actual or prospective occupations. As far as the humanities are concerned it is very seldom that they can be specifically taught as separate subjects, and therefore in all branches of the work of these schools it is the more important that special attention shall be given to the maintenance of a high standard of English. This can and should be done even in the teaching of technical subjects. As the proportion of University trained teachers, in technical as well as in other subjects, gradually increases—and it is increasing—this desirable end will be more generally

attained. The Committee point out that at this stage of education the development of the power to make lucid statements needs particular attention. Efforts made to encourage this faculty will be more successful in districts where the full-time schools are also alive to the value of pure and simple English, whatever subject be concerned. It is also suggested that local history, in a form suitable for adolescents, shall be studied, designed as an introduction to national history and literature. In these schools, a lending library, to include books appealing to the tastes of young people as well as standard text-books and books of reference, can be usefully introduced. It is further and finally recommended that reading aloud, recitation, and dramatic performances are extremely effective means of developing literary tastes, extending the vocabulary, and preserving and improving purity of diction amongst scholars in Continuation Schools.

When we come to the consideration of definitely Commercial and Technical Schools, it is still clearly desirable that the teaching of English shall be included, even though

indirectly, by recognising its claims in connection with the vocational instruction for which the schools have been organised. The teachers in these schools have a great opportunity and a great responsibility in this matter. The pupils are, in the main, at the critical age when, if it is not tactfully and sympathetically fostered, the taste for liberal studies is likely to be lost for ever. Boys and girls of this age form opinions and ideas about life which are apt to crystallise into their permanent philosophy of life. Every influence, therefore, that can be brought to bear upon their minds to renew and strengthen in them the desire for wider knowledge and culture is likely to be of decisive value. And here it is perhaps necessary to press as strongly as possible the claims of voluntary study of non-technical subjects, as being advantageous from the narrow vocational standpoint and also as a means of bringing the pupil into contact with a fuller life and wider vision. This is a great deal to demand of those who are supposed to be concerned with the imparting of technical knowledge and skill, and the Report suggests that the teachers themselves shall be given opportunities for

receiving courses of instruction of this nature.

Only a small percentage of our Elementary School children receive any further organised education. This seems to suggest that our "educational ladder" does not provide such equality of opportunity as the children deserve, for it is not seriously maintained that only the present proportion can benefit by extended education. However, that is the deplorable fact, and it will be seen how necessary it is that every one of that small proportion of the nation's children shall be helped forward in every possible way. Much can be done in Secondary, Continuation, and Technical Schools to assist the scholars to bridge the gulf that separates, or tends to separate, the life of the average man from the world of art and literature.

There is one other conclusion to which I must refer, and that is the suggestion that in all schools the reading of the Bible shall not be confined to the time set apart for Religious Instruction, but that its claims as a "well of English, pure and undefiled," shall be recognised in the curriculum of English studies. It is unfortunate that the reading of the Bible

has come to be hedged about with such narrowly Sabbatic associations that for the vast majority of people it has ceased to be considered or read as a work of literature, even if read at all. Thus, the Bible, the grand Authorised Version which has been described as one of the greatest literary achievements in our language—"with the possible exception of the complete works of Shakespeare, the very greatest"—no longer influences the general reader of to-day as it undoubtedly did in days gone by, before the spread of cheap popular literature. Some such step as is suggested might do much to restore its true appreciation, with notable strengthening both of true religion and at the same time of instinctively pure, rich, and fluent English.

It will be seen that a new and valuable impetus has been given in the Report to which I have devoted these last pages to the right understanding of the place which our language should occupy in any national scheme of education. It is perhaps too soon to say how much of the body of recommendations which have been put forward will be adopted in the inevitable remodelling of our

system which must take place before long. Some definite steps in the direction indicated have already been taken, and it is greatly to be hoped that the widespread interest and even enthusiasm which the Report evoked amongst educationalists and national leaders of all shades of opinion will lead to the consideration of other more vital recommendations in due time.

As far as the present sketch is concerned, it is not profitable to follow this exhaustive and valuable study of English and its place in national education very much further. It is one of the most fascinating Blue Books ever issued by the government of this or any other country, and should be read by all who are interested.*

As a means of emphasising in a national way the importance of a right use of our mother-tongue, and of focussing the attention of our young people upon the wealth of their literary heritage, I should like to see the national institution of a " Shakespeare Day " in our schools. On this Day, not necessarily strictly confined to Shakespearian exercises,

* "The Teaching of English in England," H.M. Stationery Office, 1924. 1s. 9d.

the scholars would give dramatic performances, recitations, submit essays and make set orations—all designed to exhibit their love and appreciation of the English of the great masters. One school that already possesses a tradition of this kind has done a unique work in Shakespearian study. The City of London School, whose present Headmaster is Dr. Arthur Chilton, has for many years, under the terms of a bequest, celebrated "Beaufoy Day" somewhat on these lines, and it is not without significance that the City of London School has produced such eminent Shakespearian scholars as the late Dr. E. A. Abbott (perhaps the greatest schoolmaster of his generation), and his disciples the late Sir Sidney Lee, A. H. Bullen, Dean Beeching, and Sir Walter Raleigh,—to mention some of those who have passed away. It is also significant that for some years past it has been my pleasure to further the efforts of another "Old Citizen," Sir Israel Gollancz, to bring about the due observance of a "Shakespeare Day" as an annual institution in the schools of the English-speaking world. Such a "Shakespeare Day" (equivalent to an "English Day") as is contemplated, on

which would be focussed so much of the English teaching of the session, and in which acting and recitation would play a great part, could not fail to be a source of pleasure to both children and their parents, and an invaluable stimulus to the study of our language and literature. Special prize-giving for English studies—and not least for knowledge of Shakespeare—should be an important feature of the "Shakespeare Day" observance, which need not necessarily be on April 23rd (too often in the Easter vacation).

The official investigation to which I have drawn attention is evidence enough that the place of English in our schools is a matter which now begins to receive due attention and consideration. No one is better able than the head of a great business house to judge of the average product of our present educational institutions, as shown in the character and quality of boys and girls leaving school for office life. Whatever may have been the view of old-fashioned commercial men as to the proper educational uses to which "the ratepayers' money" should be put, modern industrial leaders hold quite

enlightened views. This Committee took evidence from many famous firms, and the overwhelming majority (the Report mentions it with surprise as well as satisfaction) showed that they "desired most of all in their employees just those qualities which a liberal education, rightly understood, should develop in young people." They were equally emphatic, also, in their denunciation of "commercial English."

Just how "commercial English" ever came into being at all is one of the mysteries of the English language. There is no doubt that the ugly and meaningless idiom that disfigures so many business letters and reports has a very firm hold upon many business men as well as upon clerks, so that, even where correspondence is personally dictated by men of considerable commercial acumen and experience, these phrases occur far too frequently. It is true that other callings have their recondite phraseology, a mystery to laymen. In the case of the law, which is an instance that springs to mind, we know the origins, and we cynically believe we know why the archaic forms of speech persist, but no one qualified to speak for business interests

seems to desire " commercialese " to continue. One representative business man complains that he has to " spend hours trying to kill the jargon taught in business colleges . . . and to substitute simple, natural English, whether spoken or written."

I am very much afraid that it is true that the business colleges are somewhat to blame for this state of affairs, more so, at any rate, than the oft-abused public elementary schools. Perhaps the real culprits are the unknown geniuses who compile some of the numerous " text-books " of commercial correspondence and the like which are used in such establishments. Whoever or whatever is to blame, it is incontrovertible that an unfortunate tradition has grown up that it is "businesslike" to thank a correspondent for his letter " of even date," to " beg to inform him " that " same " shall " receive attention," to refer to " our Mr. Jones," to " quote " him such a price, and finally, to " assure him of our best attention at all times ! "

These expressions, and many others, clog the mind of the habitual culprit. They are linguistic drugs, and when the victim does make a laudable effort to manage without

them he too often relapses into a limp and lifeless style, full of grammatical errors and clumsy phrases. A subconscious mastery of this lamentable " jargon " is an undoubted hindrance to progress. It acts in the same way as an unfortunate beginning in billiards, where it is almost fatal to eventual success to adopt at the outset a bad stance or a clumsy over-confident style in approaching the ball. Once these habits are adopted, once we learn in the wrong way, it is difficult, if not impossible to re-learn the right method that would open the way to self-improvement.

I urge upon parents and young people upon leaving school the great value of a real command of sound, fluent and simple English, in speech and writing. The present standard is undoubtedly lower than it should be. The difficulties of business chiefs in dealing with foreign competition are thereby greatly increased, for one cannot send young men abroad to responsible well-paid posts unless they have what now appear to be exceptional qualifications in this respect.

In my opinion and experience, it is difficult to over-estimate the importance of this " freedom " of speech and thought in business,

and this must, of course, apply with equal force to every occupation in which the expression of ideas, the delineation of policy, the setting forth of evidence and argument, and the making of verbal or written reports plays any part. It is not too much to say that this power of self-expression, in all its forms, is an essential feature of success common to every department of life. The following advertisement, which appeared in a well-known weekly journal in 1926, gives an idea of the commercial value of public speaking :—

> "————National Association requires a Secretary. Office in London. Salary up to £2,500 a year, according to qualifications. Applicant must be capable of representing the Association before Arbitration Courts, and of the preparation of evidence on trade conditions and the compilation of wage statistics."

The more abstruse and technical the nature of the calling, the more valuable and necessary is the faculty of exposition in clear and concise English. Anyone who has experience of Board Meetings, for example, will bear me out in this. The Directors of a big company

have constantly to receive reports from managers and heads of departments, and the greatest contrasts are shown on such occasions between different men. One will appear in the Board Room calm and collected, make his statement covering the whole ground and possibly deploying in the course of his argument complicated masses of statistics, and when he has finished the whole situation with the several points for decision will be perfectly clear to all his hearers. Should further discussion be necessary, he will be prompt to see the new issues involved and ready with an answer that fully explains his point of view. Another man, very likely just as able, in the administration of the routine affairs committed to his charge, will be vague and prolix, constantly losing the thread of his discourse. In effect, as likely as not, he will so conduct his case as to obscure the matters under consideration. He will be liable to utter confusion if interrupted by the very natural questions and comments called forth by his badly framed statement, and will exhaust the patience of his auditors. Not only will the second man leave his Directors with a very poor idea of his abilities,

but his arguments, being put forward in such a muddled and unconvincing fashion, may lead to confusion proving contagious, and his Board may thus be led to make a wrong decision, perhaps involving the company in serious losses.

Every great business leader has possessed in high degree this unerring sense of form in speech and writing, which has enabled him to impress his hearers, impose his ideas upon others, and guide and inspire his lieutenants by the precision and stimulating incisiveness of his counsel. It is not a question of silver-tongued oratory, swaying the passions and emotions. It is simply the power of marshalling ideas, facts and figures, in such a way that a desired impression can be made at will. It is as essential to the youngster as to the man who controls the destinies of great corporations, for it is by the medium of speech and writing that personality is expressed. The junior who is called in by his chief to explain some apparent error or omission may have an excellent defence, may, in fact, be quite right in what he has done or left undone, but if he cannot in a few simple words set out his reasons and

make good his attitude, he creates an unfortunate impression that will do him harm.

It is, of course, true that a ready tongue and pen may often have been used to express ideas and ideals that are dangerous and unsound, and to conceal deep-seated intentions of an evil nature. To despise or distrust eloquence as such, however, would be as illogical as it would be to discourage young men in the cultivation of physical fitness on the ground that some men use their strength as bullies, instead of for their legitimate advancement and for the general good. The smooth-tongued scoundrel is a type only too common in every walk of life, and sometimes, in the commercial world, has brought many innocent people to disaster before his roguery has been unmasked. That does not, however, lessen in any way the value of fluent and well-chosen English as an aid to success, essential for a full and useful life. The question of the quality and tendency of the ideas that are to be expressed involves moral considerations that call for separate discussion. What I wish to stress here is the unfortunate results of neglect to

cultivate the arts of self-expression at the most appropriate time of life.

Parents, then, should encourage young people who desire to equip themselves more fully so that in speech and the written word they may express the truth that is in them. Even if a youth is of the diffident type and does not feel any "truth" that demands expression, it is still important, if he is to hold his own in the world, that he should be in a position to express other people's ideas, at least, and interpret their instructions with intelligence and ease. It is futile for the young man to say, "I shall never have any brilliant or original ideas. I am just an ordinary person. Why should I trouble? I am all right as I am!" As a matter of fact, it is generally wise to combat this excessively humble attitude of self-depreciation. No one can say what strength of purpose and fertility of idea may not be concealed in the depths of an undeveloped personality. It is only by the mental awakening that is encouraged by the study of the means of expression that latent ideas fraught with high possibilities rise to the surface and take shape and form. Therefore, let us assume in every case that the

effort is worth while, as it assuredly is, for no one can fail to increase his mental and moral stature to some extent by working with this aim in view.

Assuming, then, the existence of hidden intellectual powers, only awaiting liberation by trained thought and speech, mere physical disadvantages need not dishearten the youthful aspirant. One might consider stammering a fatal hindrance to effective oratory, but history can show us many instances of great men who have overcome that handicap and eventually been acclaimed masters of speech. There was Demosthenes, who suffered in this way, and forced himself to get rid of the impediment, with such success that he has been described as the "man who proved himself to be a miracle of genius, because he had been a miracle of labour." In the same way, "nerves," showing themselves in hesitancy, blushing, tremors and loss of words, can be dealt with and by perseverance completely conquered.

Let us take the case of a youth of something over sixteen, who has the intelligence to look at himself critically, and decides that he

must conquer diffidence and widen his outlook if his life is to be serviceable and successful. He finds himself unequal to any tasks that call for readiness in speech or for a simple, direct style of composition. In brief, he is at a loss for words, and instinctively he feels that his thoughts also are hampered, for "we think only with words." Obviously, there are two things he must do if he is to free himself from any consciousness of limitation. He must increase his vocabulary; and he must study how to use it freely and aptly in speech and writing.

I have seen the question of the necessary minimum of vocabulary put in a striking fashion by means of statistics. The figures, which I certainly have not attempted to check, are something like this. The ordinary well-educated man, who has been to a public school and university, uses about 3,000 to 4,000 different words in ordinary conversation. Practised orators seldom have at command more than about 7,000. Those who by profession or habit of mind are close reasoners and active rigorous thinkers, delighting in fitting every thought with its exact verbal expression, use a much larger stock. If both

eloquent and learned, their vocabulary would reach a total of nearly 10,000. The great writers provide for the patient enquirer an absolute record of their working vocabulary. We are told that Milton used about 8,000, while Shakespeare's unique mastery of language is shown in the fact that he made use of about 15,000 in the writing of his plays. The Hebrew Bible is completed by means of rather less than 6,000 words.

Assuming that our young man, anxious to strengthen his command of his native tongue, is of average intelligence for his age and education, we may put down his vocabulary at 2,500. He can easily and with good effect increase this limited vocabulary. While not possessing the range of speech and thought of an accomplished orator, he will be more than the equal of those he is likely to meet in business or in social life. How is he to do this ?

There are one "don't," one "do," and three exercises, to begin with. First, never "pass" a strange word. Secondly, cultivate the practice of reading each day at least a page or two of some standard work of English prose or poetry. Thirdly, the exercises re-

commended are translation, reading aloud, and "substitution," which I will explain in a moment. These suggestions cover what I call the fireside method of enlarging the vocabulary. Where there is the will they can be followed in private.

The point as to "passing" strange words is a simple one. We all do it, but to our loss. In ordinary desultory reading of daily newspapers, novels, and the like we constantly find words which we do not understand, or as to whose meaning we are not very clear. Make a practice of carrying a little notebook in the pocket, and, instead of guessing at the meaning of such a word and then passing on, jot it down in the little book. Then, once a week at least, turn the words up in a good dictionary, and write out each word and its meaning in a more permanent manuscript book at home. It is surprising how effective this habit can be, once it is formed. The practice of writing down both the word and its meaning is an essential part of the exercise, as it helps to fix both firmly in the memory. It is desirable not only to be able to recognise the word when it is next met, but to be able to

remember and use it in conversation and writing.

Secondly, cultivate the habit of reading, which "maketh a full man." As to what we read, everything depends upon individual tastes, but no one should be so foolish as to conclude without fair trial that history, essays, simple expositions of modern science, or literary criticism is "not for him." I know there are too many young people to-day who vote reading "dull," and, frankly, I do not know what to say to win them over to making the experiment. "Reading is to the mind what exercise is to the body," as Steele wisely wrote, and all boys and girls know that bodily exercise should sometimes, although not always, be strenuous, calling for every ounce of energy. By all means read novels. There is enrichment of mind in Fielding, Smollett, Scott, Dickens, Thackeray, Jane Austen, the Brontës, Hardy, Stevenson, Wells, Conrad, Galsworthy, and many modern writers, as well as excitement and entertainment. Nor are the more definitely thrilling stories of adventure and detective interest to be despised. But, for the object we have in view, it is well also to cast the net wider,

and read definitely for an increase of general knowledge, itself an additional source of pleasure. Once the effort is made, it is not such labour as might be supposed. There are any number of persons and societies who will give advice as to a course of reading, and for many reasons it is best to work upon some plan, however modest. There is, for example, the National Home-Reading Union, and there are in most districts branches of the Workers' Educational Association, which organises reading and study circles.

Apart from standard fiction my own suggestion would be always to have a volume of essays or history on hand, and put in thirty to forty-five minutes, preferably last thing at night, on one or the other. What could be more delightful than "Elia?" And for history, no boy could be irresponsive to the fervour of Macaulay's glowing periods, or the heroic story of the Spanish conquests of Mexico and Peru as told by Prescott.

In many cases the difficulty about serious reading (I regret the word "serious," but it is difficult to avoid) for many youngsters is the finding of a suitable place in which to

read. It is one of the tragedies of the terrible overcrowding in our towns and villages that the younger generation are sadly in need of organised provision of study-room. Where the family is herded in two or three rooms or in a tiny flat (and thousands of families through no fault of their own are even worse situated), there can be no room set apart for the elder children to work and read in peace and quiet. I know no solution of this problem. My only suggestions are, first, that every Public Library should have a Reference Room, quite separate from the general Reading Room in which magazines and time-tables, and the like, are kept, and that special efforts should be made to induce youngsters to use the Reference Room as a communal study. No doubt this is already being done in many towns. Might it not be possible to stimulate public-spirited people in smaller town and villages to see that a small hall or room is placed at the disposal of groups of chosen students? This could be secured at small cost, and would be an incalculable boon to many young people.

Finally, as a training in the choice of phrase and word, and the selection of those English

expressions which most naturally reproduce the meaning of the original, there is no exercise more valuable than that of translating a passage from some foreign masterpiece into good, idiomatic English. It is most unfortunate that, under present conditions, not many young people of sixteen are likely to be sufficiently familiar with a foreign language to obtain much benefit from this exercise. In this respect conditions are certain to improve as we are forced by circumstances out of our insularity, and certainly the discipline of translation offers one of the best means of gaining increasing mastery over one's own tongue.

The merit of reading aloud, either alone, or, better still, to a companion, is that it helps to focus the mind on the style and rhythm. In silent reading one easily misses or guesses at the unfamiliar words, and thus the author's argument is not fully appreciated and the impression made by the work as a whole may be seriously weakened. By frequently reading a few pages aloud, a reader almost unconsciously is brought more directly into contact with the style as well as the thoughts of the best writers, and

acquires an instinctive taste for right diction and fluent phraseology. Difficulties in the correct pronunciation of unusual words have also to be faced and overcome, and reading aloud is a useful aid to this end.

The exercise called "substitution" is described in Dr. Ford's excellent treatise on Extempore Speaking. This is an attractive and even fascinating pastime. All that is needed are a chosen book and a dictionary. Take, for instance, this passage from Macaulay and for each suitable word or close-knit phrase find and set down one or more alternatives as nearly as possible identical in meaning with the original. Thus:

"The culprit / delinquent / wrong-doer } was not unworthy / undeserving } of that great / distinguished / notable

presence / assembly / scene } He had ruled / governed / controlled } an extensive / great / immense / vast } and populous

country, had made treaties, laws and / canons and covenants } had sent forth / set in motion

armies, / the forces / of war } had set up and pulled down / exalted and overthrown } Princes."

The example I have used is not particularly good. Dr. Ford shows how excellently passages from the New Testament and from Shakespeare can be used for the purpose, giving much greater opportunity for substitution of phrase rather than for mere verbal alteration. In practice, it is more satisfactory to carry out this exercise in a much less condensed manner than that shown in my brief example given above, by reading for pleasure and merely selecting here and there the words and phrases most suitable for the practice of "substitution." At first, a dictionary will frequently have to be consulted (never be ashamed to do that), but after a time, especially if the note-book habit for difficult words found in ordinary daily reading has been developed, the mind will become stored with an ever-growing selection of once unfamiliar words, the accurate meaning and use of which will have become a permanent addition to the resourcefulness of the mind.

We will suppose our model youth to be taking all the steps that have been outlined in the previous pages. In conversation and in his own meditations (for we think in words)

he will gradually be conscious of a new ease and grace in his choice of words and arrangement of ideas. He will now want increased opportunities of exercising his growing abilities, and he will be wise if he yields to this sound instinct and seeks for means to employ in public the instruments he is perfecting in his fireside studies.

No great cricketer is content with practice at the nets. Similarly, to make new ideas and their verbal expression part of one's permanent mental equipment, they must be used not only in the study, but on the broad field of life. I therefore counsel my young friend to lose no time in joining a debating society. There is nothing better than debate as a means of rapidly gaining assurance and freedom in the marshalling and expression of ideas. Apart from its immense value as a trying-out ground for new-found turns of speech, debate is an equally valuable training-ground for character. In a sense, debate is an eternal process; all thought and much of our conversation, is a kind of debate. In formal debate, however, the disputants are forced to discover the truth about themselves and each other. They are compelled

to respect sincerely held opinion ; to become, as it were, two-sided people, understanding the full value of the opposing arguments. They discover by practical experience the danger of belittling an opponent or underrating the strength of his case. Many a man in business would be the happier for a little of this wisdom ! Tolerance, good humour, good manners, and self-control, are among the virtues that are taught by the experience of public discussion.

No doubt there are those to whom the mere suggestion of the publicity of debate is distasteful in the extreme. They feel certain they could " never stand it." Others may make the effort, break down dismally at the first attempt, and give it up. In neither case is cause for despair. When the famous playwright, orator and wit, Sheridan, made his first Parliamentary speech it was such a complete failure that his friends tried to persuade him not to try again. He refused to be daunted, saying " It is in me, and it shall come out." He tried again, and lived to be one of the most brilliant speakers of his time. We have another example in the late Lord Beaconsfield, whose

first remarks in the House of Commons were received with shouts of laughter. Many a famous preacher has made a similarly discouraging start, but by practice and perseverance has won through to success. Nervousness can only be overcome by practice. If a young man finds himself deterred from debating by nervous fears, he should persist all the more because the weakness that yields will show itself in other ways, and prove a serious handicap.

Apart from the conquest of nerves and the essential command of a good stock of suitable words and phrases, the chief obstacle to effective speech-making is the lack of a sense of form. My own practice in this respect may be of some use as a guide. I always have three sections; a beginning, a middle, and an end. This sounds extremely simple, but it is not as easy as might be imagined to start a speech, perhaps on being called upon without previous notice, with even so spare a frame work as this already in mind. Depend upon it, however, that without some such plan, it is likely to become more difficult to end the speech with dignity than it was to begin it. The beginning, introducing one

aspect of the subject ; the middle, containing the " meat " of the speech, the most intellectually important point to be made ; and, finally, a third point, perhaps more rhetorical, to give scope for a rousing phrase or two in conclusion. This "one, two, three" idea has rescued me in many a tight corner !

In debate, as distinct from ordinary speech-making, the pleasures are more definitely intellectual, and it is in this respect that I urge the value of debate as a means of bridging the gap between the study and the world of action. Burke himself, speaking of the value of debate, said, " He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper. This amiable conflict with difficulty obliges us to an intimate acquaintance with our object, and compels us to consider it in all its relations. It will not suffer us to be superficial."

I could not cite a more convincing testimony to the value of practice in debate as a preparation for the larger conflicts of life. As an arena for the demonstration and improvement of supple and well-phrased English, nervously alive with wit and intelligence, humour and

sympathy, it is unsurpassed. Invaluable as is the command of clear and fluent English for all who aspire to success in the world of business, it is as the key to the treasure-house of knowledge, as the means to wider fellowship between men and women of all classes that I commend to my readers the right study and practice of the Mother-tongue.

THE tragedy of a war that involved almost the entire civilised world, and the unexampled difficulties and disappointments of the peace that followed, have led us to question much that we formerly took on trust. We realise anew that the commercial prosperity of the country depends not alone upon economic and financial conditions. Moral principles also must be considered, and the character and ideals that inspire the citizen of to-morrow will decide our commercial future, as well as the larger issues of Church and State. The truth is that many, if not all, of our social problems and national activities are linked up with problems of education, and Commerce is no exception.

Considered in its broadest, most philosophic

interpretation, Education is a process that begins in each of us with our first conscious moments, and ends only with death. Every impression that we receive from those about us, every activity entered into and every intellectual or emotional experience contributes towards our education. In the fullest sense of the word we may conclude that we never leave school, although some of us are remarkably unresponsive to the lessons of the school of life. We absorb impressions, and grow in knowledge of good and evil in every waking moment of our lives.

A Greek thinker once said "the fate of Empires rests upon the education of children," and that is as true to-day as it was when he lived and wrote. It is no denial of the importance of the spiritual and moral aspects of Education to acknowledge that the fate of Empires rests also upon the commercial intelligence, vigour and integrity of the younger generation. This, in turn, clearly depends upon the theoretical soundness and practical efficiency of the national system of education. We can, perhaps, best approach the consideration of the relation of Education to Commerce by asking what

are the essential educational requirements in commercial life.

In the course of a long experience I have seen many and tremendous changes in the commercial daily life of the country. In those early days the average aspirant for commercial employment entered upon a way of life giving him reasonable prospects of a permanent position. He did not expect it ever to prove an avenue to a position of power or authority, and his humble equipment of fair handwriting and an elementary knowledge of book-keeping was considered sufficient for the purpose. The exceptional man would add shorthand—which only became an essential with the arrival of a practicable typewriter—and perhaps a foreign language. The clerk of Victorian days has to all intents and purposes quite disappeared. He had many sterling qualities, and many of us who have length of memory cherish a warm place in our hearts for the Bob Cratchits of real life.

That was a time at the very dawn of what might be termed the imperial phase of commerce. The " three R's " were an ample armoury for the office boy and junior clerk

in the '80's. Heavier responsibilities were shouldered by the sons and nephews of the head of the firm, and over the typical office of those days brooded a patriarchal spirit that is far to seek to-day. The typewriter and the telephone were almost unknown, and a peace reigned in the City of London that seems unlikely to return. Although now, while we are in our offices, we work with a feverish intensity that would have astonished our dignified forbears, it must be remembered that our working hours are much shorter, and our working conditions, as to light, heat, and general comfort, vastly improved.

The immediate although not the most essential service that Education can render to those who are to serve Commerce is to equip them with technical skill and knowledge, and it will be as well before going on to more general considerations to examine these subjects in some detail. There are a number which constitute a useful preparation for almost any avenue of commercial advancement, although it is true that a favourable turn of events rather than deliberate choice often dictates the direction in which progress

may be made. First of all, real efficiency in shorthand and typewriting can never be wasted effort. In themselves, these two subjects cannot, of course, be said to be the keys to success; they are merely tools that are universally useful and necessary. It would, however, be a mistake for the ambitious youth to go to the other extreme and regard these attainments as not worth powder and shot. The value of rapid and trustworthy shorthand to the departmental manager or confidential clerk, at business conferences or trade association meetings, is obvious. I have known shorthand writers who were very rapid in taking down, but whose transcriptions suggested considerable doubt as to the meaning of some of the symbols found in their notes! The command of one or both of these tools of the business worker frequently proves a decided factor in success in the more individual and responsible posts both inside and outside the office—to the commercial traveller, the private secretary, or the personal assistant to a managing director, to the sales manager, or staff officer. Other qualities—character, intelligence, or special knowledge of one kind

or another—are the essential requirements; but, as between two young men equally gifted in these important matters, the one who can best use his pen and his typewriter will probably be promoted. That is why I place these rudimentary weapons of commercial life first, and my advice to the healthily ambitious youth is not to neglect or despise them, but rather to take a pride in becoming efficient thereat as soon as possible. Whatever may be the nature and direction of his aspirations, they cannot but help him on the way.

To these basic technicalities I would add the command of at least one foreign language, French, Spanish or German, and some knowledge of accountancy, secretarial practice, mercantile law, shipping and export regulations generally, or any special branches of these that may be suggested by the nature of the business concerned. In the case of a lad who enters a Bank or Insurance Office, the study of the appropriate subjects in preparation for examination is compulsory, and it has always struck me as unfortunate that more young men in general commercial offices do not see the wisdom of some modest

course of study of the laws and customs of the world in which they will have to make their own way in competition with others at least as eager for success. Any intelligent youngster who goes into the City at fifteen or so could get a good knowledge of the subjects I have outlined by the time he is twenty or twenty-one, by study in his spare time and by profiting from the experience of his daily work.

All the subjects I have mentioned so far are purely vocational. The boy of fourteen or fifteen, whose school education ends at that age, will have to study them while acquiring in part their practical application —the one process will help the other. With regard to some of the subjects I have mentioned, I do not suggest that they can be completely mastered in the period mentioned, or that such mastery is essential. Mercantile law, for instance, is a vast and difficult study. In ordinary commercial work, it is only necessary to know so much of it as may enable one to avoid traps for the unwary and, above all, to know when to consult one's lawyer and when it is safe to rely upon lay judgment. Study in his leisure hours

admittedly makes great demands upon the energies of a growing lad, and, unless he is able to make the required sacrifice of time, places him at a disadvantage as compared with the lad who has had (and profited by) a good secondary education. (The whole question of the effectiveness of our scheme of national elementary education will be found to turn upon its relation to secondary education: eventually the two will merge into one system.) As regards the elementary school boy, all that the business chief can reasonably demand—and that "all" is a good deal—is an intelligence that has been well "stirred," a desire to learn, and a faculty of observation, with the technical equipment of ready arithmetic and reasonably good English. It should not be expected that a youth leaving an elementary school at the lowest possible age should know anything of either shorthand or typewriting. That, under present conditions, must be a matter for Continuation School tuition. (Too few clerical workers trouble to learn any system of typewriting, or to understand the proper care of the machine.)

The importance of the commercial subjects

which I have indicated in an earlier paragraph lies not only in the actual acquisition of these subjects—it is probable that most of them, if not all, will prove of direct use—but in the fact that the young man or woman who has worked through such a course will have a trained mind. While I agree that, in the earlier educational years, up to thirteen or fourteen, the attempt to discipline the mind by means of a multitude of concrete facts is positively harmful—the virgin mind is a seed-bed, not a lumber-yard—during the period after fourteen there should be continuous mental exercise. If the mind is not disciplined during these adolescent years, it is difficult to use it successfully in the later years. I am speaking now of the " average " mind : the intellectual man requires not to be driven or drilled. We all know that our diet must include hard and tough substances if the teeth and gums are to be kept in a healthy condition. That is a homely parallel to the case of our mental powers. In the formative years they must be stretched, or they will lose elasticity, and refuse to do our bidding when, at last, opportunity beckons to us. The parable of the wise and foolish virgins

comes back with tragic force to many a man in business life.

This is the age of specialisation, and within the world of commerce have grown up many powerful professions or semi-professions that were unknown or but weakly organised a generation ago. This is not the place to dwell at any length upon the purely technical education that forms the barrier between the clerical worker and the protected and highly-paid expert. It is an educational axiom that specialisation should not begin at too early an age. A youth who has reached the age of nineteen or so, and who has during four or five years studied the commercial subjects to which I have already referred, will be well equipped to begin his serious preparation for the very difficult examinations that have to be passed for qualification as a professional accountant, chartered secretary, or whatever calling he may elect to follow.

These are some of the direct services which education renders to commerce. It teaches young people definite subjects which will make them efficient servants. They must be able to write and speak with ease and intelligence. They must be able to employ

correctly and rapidly the technical accomplishments that translate speech into the printed word. Shorthand and typewriting are not branches of knowledge—they are virtually machinery, saving time and labour—but they are, for all that, of the first importance to those who wish to serve and through efficient service to improve their status. The need for arithmetic in commercial life is clear enough, and no one will dispute the value of some knowledge of the principles of book-keeping even to those who are not actively concerned with the accounting side of business.

The essentials are covered by the foregoing, and then education in more specialised form comes to the aid of particular branches of commerce. It teaches the use in speech and writing of foreign languages, essential to those who engage in export trade or deal in goods produced abroad. It teaches to those who need the knowledge (and are aware of their need) the elements of mercantile law, the principles of finance and banking, and the hundred and one technical processes that the engineer, the metallurgist, and the chemist employ on the industrial side of commerce.

In humbler spheres it teaches the carpenter, the mechanic, the butcher, the baker—yes, and the candlestick maker—the theory that inspires the best practice in their respective trades.

All these simple things some of us have to learn before we can take our place in the great national army of workers and help in the national task of wealth production. But, in considering the place of education in commercial life, there seem to be at least two distinct aspects of the matter. The obvious conclusion is that those who enter into commercial life need to know thoroughly certain definite subjects ; primary ones that concern all who engage in any kind of social activity, and secondary and more technical subjects that are appropriate to the particular profession or occupation that is followed. There is, however, another and more important question, which is, how far can education teach us the secret of success ? We have to recognise that education for service is one thing—a very necessary social duty—and education for leadership, another and very different task. To what extent can we look to education for this ?

Many there are who would reply, do not look to education at all for such achievements; the kings of commerce are born, not made. And such people will support their arguments by citing all the cases—and they are many—in which great commercial magnates have left school at an early age and succeeded in life by sheer hard work and native genius. It is impossible not to sympathise very strongly with this view. True it is that you cannot teach common sense, foresight, integrity and the other qualities that go to make up the character of a man of power. At the same time, I think there must be something wrong with this "born not made" view in its extreme form, and one frequently finds it advocated by those who seem to be be willing to go to extremes in their desire to enhance inborn "nous" at the expense of the results of organised education. I am not a logician, but if it is logical to say that, because some of the world's Kings of Commerce succeeded with little or no schooling, therefore education—beyond the elementary subjects—is an unnecessary national or individual luxury, I must conclude that logic is a ridiculous branch

of learning—a conclusion to which many students of the science have arrived, I believe!

It would be ungrateful and ungracious to analyse at length such careers as are on record to see whether the lack of education truly helped in the building of their success. I believe we should find that the motive force in each case was something outside that segment of the mind that is affected by educational processes. We should find, I think, two forces at work upon the individual. The internal power that is embodied in a strong, resolute character, and externally the compelling force of poverty. Poverty, and a keen imagination; a consciousness of power and a desire for the widest possible field in which to exercise it: these are the forces that have carried such men to the greatest heights. While it may be true that a certain form of education might have diminished that inherent power—an artificial "classical" education, for example—their very circumstances of crippling poverty protected them from this danger. The other more elementary branches of knowledge they had to pick up as they went along, burning much midnight oil in the process.

So far we have only countered the view that because some of the greatest business men received little formal education young people should leave school and enter the office as early as possible and "learn by experience." Something had to be said on that score, and even now I have not explored at length what would perhaps prove to be the strongest argument against that theory. It is generally based upon particular careers, and in most cases it could be shown that the success was due to a considerable extent to the rapid growth of industrial productiveness during the great period of expansion that coincided with late Victorian and pre-war days. During that period the demand for manufactured goods grew steadily and rapidly and Great Britain enjoyed a pre-eminent position as a producing country. The tide of international trade was all in our favour then, just as the phenomenal growth of internal demand in the United States of America favoured the rapid enrichment of American producers. Those conditions have in great measure disappeared to-day. The field of industry is becoming more and more fully exploited. Countries which once relied upon

Europe and the United States for manufactured articles are now themselves producers. In the older countries some, at least, of these instances of self-made financial success can never recur, because the conditions that made them inevitable no longer exist. Therefore, without by any means discounting the fact that there have been men and will again be men who can climb to success without any more than a primary equipment of education, we can surely agree that, in the main, education is necessary for success in a commercial career. We must think and legislate for the million, not the millionaire—nor the pre-destined millionaire.

We return, then, to the question, what kind of education—apart from definite teaching of the various technical subjects required—is likely to help to produce good business men and women ? I would not disparage Public School and University education of the traditional classical type; but, excellent as it doubtless was and is in producing gentlemen of leisure, scholars, and teachers, I cannot commend it where a business career is seriously contemplated, and where there is no capital or special influence available with which to

launch a young man, of twenty-two or more, into the business world. Even if the capital and influence are there, I doubt if the genuine instinct which makes for success in commercial life is likely to be aroused if it is not stimulated by a much earlier immersion in the atmosphere in which alone it can flourish. University education for definite scientific work with a commercial bias, by all means ; but that comes under the heading of "technical equipment," which all agree is necessary in varying degree according to the work which is in contemplation.

The ideal form of education seems to me to be afforded by the type known as secondary education, with special attention to vocational subjects at about the age of fifteen and upwards, and with an earlier subdivision of the educated into those most likely to succeed in sedentary and skilled manual occupations respectively—this to occur at about age eleven. In either case the control of education should not cease, in normal cases, before fifteen. This gives opportunity for thorough grounding in those essentials to which we have already referred, and also for the study of history, geography,

economics, literature, music and the arts and the general acquisition of non-specialised information about the modern world and those influences from the past which have moulded it. There is just time, and no more, for the awakening of that interest in general ideas and the desire to grasp the relations of things to each other which forms part of the mental make-up of a good business man. To be able to do the work that lies to hand is good; but better still is to have intellectual energy in reserve, subconsciously on the alert, picking up new ideas, piecing together facts and suggestions that others are too stupid to realise, experimenting, studying the careers of others, learning all the time the great lesson that life is movement.

Apart from contributing to the upbuilding of a fine moral character, which is the main object of education in its broadest sense, other general qualities of a more definite commercial value can be fostered, if not actually taught, by wise education. To be able to obey, to be able to command—two aspects of the same quality; these are rare gifts, but necessary for leadership, and cer-

tainly communicable by education. To accept a task and regard its full completion as a matter of personal honour; to carry it through without vain questionings; to know when to act upon individual initiative and when to act strictly within instructions; these, too, are rare and valuable qualities, innate but capable of development if encouraged by soundly-planned training. In fact, all those abstract qualities into which intelligence as well as moral sense enters are the fine points of right education and greatly to be desired in commercial life as in other social spheres. Goodness is inborn, but judgment implies some intellectual life, and is capable of training. The ideal of duty appeals most not to the dull of mind, as some careless observers would have us believe, but to the trained intelligence, which reasons out for itself the necessity of discipline in an ordered world.

I like to recall the story of "the man called Rowan," with which I have been familiar for many years. It originated I know not where, but it runs somewhat in this wise. When war broke out between Spain and the United States it was essential to

be able to communicate with Garcia, the leader of the rebels, who was concealed in the mountain fastnesses of Cuba, beyond reach of mail or telegraph message. No one knew where he was, and yet he had to be found. Things were thus, when someone said to the President: "There's a fellow named Rowan who will find Garcia for you, if anybody can." Rowan was sent for, and agreed to take charge of the message. He started at once, landed by night from an open boat, disappeared alone into the jungle, and three weeks later emerged on the other side of the island, having crossed the hostile territory on foot, and delivered his message to Garcia. It is not what Rowan did so much as how he did it that has captured the imagination of the world, so that this story bids fair to be immortal. President McKinley gave Rowan a letter to be delivered to Garcia. Rowan took the letter. He did not ask, "Where is he?" or "Will he see me?" Nor did he ask any unnecessary questions or make elaborate stipulations. Nor—again—did he return and confess, with excellent reasons, his failure to carry out the mission. He did none of these things. He just went

away and tackled his dangerous task. He was brave ; he was competent ; he succeeded.

Certainly it is not only in war that the Rowan spirit is needed. Calm courage, self-reliance, unquestioning obedience and faith—if we are each one of us to carry our message to Garcia we need the intelligence, the trained intelligence, that accepts and fulfils the duties of life without shirking, that faces dangers and tackles difficulties with a clear brain as well as a stout heart.

Some time ago a high government official consulted me about a problem with which his department was concerned. A scheme of higher education was to be devised that should enable young officers, while completing their service, to prepare themselves for executive positions in civil life. Every year a number of these young men, in their middle twenties, find themselves without occupation, without any very definite qualifications for a business career, and yet in most cases with no other outlet available for their abilities. The question put to me was, what lines should such a course of higher education follow, to make these young men suitable for executive positions in commerce ? And, truly, that

is a question that it seems almost impossible to answer in any very helpful way. So much depends upon the will of the individual, and upon the solution of the other obvious difficulty, namely, that of finding means of introducing men of that age and type into business houses.

But what interested me most was my visitor's statement that, in certain cases where they had definite offers of responsible and lucrative positions from the heads of very good firms, they repeatedly found themselves checkmated by the diffidence of the young officers concerned. Although by profession and training leaders of men, when it came to the point they were reluctant to face the personal responsibility involved. It seems unusual to refuse what might well be the introduction to a prosperous career, and as this had happened more than once it denotes, surely, a defect in education and training rather than just an isolated failure on the part of an individual to rise to the occasion.

This is not an unknown incident in commercial life, so that we can, I think, dismiss the suggestion that first comes to

mind—that, in the instance I have mentioned, the defect must be explained as the outcome of a rigidly disciplined training. It is not an uncommon thing for a great commercial house to find difficulty in recruiting men from amongst its own staff for the more responsible positions. In some cases, doubtless, this is due to faulty organisation, whereby juniors are not given progressive promotion, or are kept too long on some minute portion of routine work. But, allowing for this, the difficulty does exist, and it is a parallel difficulty to that experienced by the government department I have mentioned. There are many men who lose opportunities by shrinking from responsibility, lacking that reasonable modicum of self-confidence and self-reliance that we all need to have in reserve. Although this is doubtless an inherent weakness in very many cases, I am sure that it could be eradicated or at any rate minimised by sound education. Certainly it should be one of the aims of education, general or commercial, to build up a strong and resolute personality.

This leads us now to the wider question, what do the business chiefs expect from

the young clerk by the time he is nearly twenty-one, and may be presumed to have received all the benefit he can gain from our educational system? Clearly, the demand is that education shall equip the young business recruit with something more than mere command of the tools of his trade; so much, of course, is essential. The educational process must produce much more than mere mechanical accuracy. Mechanical accuracy in the modern office is provided by machinery, to a rapidly increasing extent. Qualities of character and of mind—honesty, alertness, initiative, sense of duty, and, above all, the quiet confidence that comes from a well stored mind—these are the fine flowers of the educational nursery which the discerning business man seeks to gather.

The greatest change that has occurred in the world of business during the last generation is the emergence of the big business, and a consequently ever-widening choice of important administrative posts of a skilled or professional character. The accountant, for instance, occupies a position of far greater power and opportunity than ever before. In former days one was a clerk,

or one owned or shared the ownership of a business, and only those with the genuine—and extremely rare—*flair* for commercial success passed from the former class to the latter. To-day business is less highly individualised, and within any of the hundreds of well known large-scale businesses there is an extensive range of higher departmental posts, calling for the most exceptional abilities. The occupants of these salient key-positions are still nominally employees, but they are daily and hourly exercising far greater power and personal responsibility than that which formerly devolved upon many quite prosperous heads of firms.

Men with the necessary qualities are not being produced in sufficient numbers to-day. I say "produced" advisedly, for they are very largely a product of education. The business leader does not ask for heaven-sent geniuses. These come unasked, and if their genius lies that way they seize power and responsibility with the directness of one born to rule. We can leave genius on one side: it is the ordinary man with whom we are concerned. The Napoleonic dictum that every soldier carries in his knapsack a

marshal's baton applies with considerable truth to modern business. If, however, the "soldier" of commerce is not conscious of this fact, or is afraid to demonstrate its truth, no outside power can help him. There is luck, of course; but experience teaches that although luck may carry a man to a high position, it will not suffice to keep him there, if unfitted for the task.

We come back again to education, which we have already seen defined as the "drawing out" of the natural powers. If these are not released and exercised in the process of education the special qualities that are called for in the higher ranks of business life will remain buried so deeply in the grooves of dull routine that they might as well never have existed. That is the root cause of many a tragedy.

Education is a part of life. So is commerce a part, but not the whole of life. Commerce is becoming more and more a form of public service, and that is one reason why it deserves some consideration by educational authorities. The place of education in the sphere of commerce is to enable us to do our work better, with greater benefit to society and

with greater contentment and profit—not only pecuniary profit, of course—to ourselves. Commerce cannot and does not demand that education shall concern itself with subjects of immediate and concrete commercial value to the detriment of the whole scheme of education as preparation for life. It is, after all, but the machinery whereby civilised mankind provides for the exchange of its products and the satisfaction of the most pressing of its physical needs. The education of the race must concern itself with more than that, and education must inspire its charges with the breadth of knowledge and vision that will enable them to esteem commerce in its rightful place in the scheme of things.

The best servants of commerce are those who know the meaning, the beauty, and the value of life at its fullest and freest; those who know that the whole is greater than the part; those, in truth, who, while preparing themselves wisely and diligently for commercial life, have enough spare energy and good sense to cultivate the art of living—through books, music, and nature, and the joy of friendship. This is not as unpractical

as it sounds, for the man who has added to the ordinary purely instructional education nothing but a few of the technical accomplishments that are used in the common round of city life is likely to be seriously handicapped against the rivals for advancement who have obtained for themselves a fuller education. His vision is limited, and he has not acquired sufficient general information as to the history and achievements of the world of human endeavour to supplement his meagre experience. Nor, if he has neglected the social arts, will he have attained to that knowledge of men and women that will give him confidence and ease of manner in handling the important personal interviews and negotiations for which the business man must be prepared. Thus, while such a youth may be hard-working and proficient in the duties of the daily routine, he will lack just that breadth of view that gives driving power at the decisive moment. Immature and inexperienced, suffering from lack of confidence, or—what is more dangerous—from over-confidence, he will be unable to avail himself of such opportunities as may arise. Experience is hands and feet to every

enterprise, says Emerson, and it is surely the province of education to encourage men to seek out first-hand experience of all that is best in life ?

While, therefore, one must recognise the vital importance of what is called vocational education, I regard it as at least equally important that a greater proportion of young men and women engaged in commercial pursuits should have received a good general education. There has been much discussion lately on the general aim and principles of our system of national education. It is alleged that it tends to drive too many of our young people into the black-coated army. There may be some truth in this, but I think that the problem is deeper. The ideals of happiness and success, as depicted sensationally in the popular press, are influences which must be taken into account. There are many thousands of young people in commercial life to-day who dislike their work, but were attracted to it by crude unrealisable ambitions that had been aroused in their immature minds. They would be far happier in the simpler world to which they belong, but which the cheap press they read has

led them to despise. Education in rural districts, it is true, does not sufficiently stem the undesirable streaming of young life from the country into the towns and from rustic into urban occupations: but it is a complex problem and it is not purely an educational one.

Education must be more consciously recognised as a factor in national prosperity. I believe that the responsible heads of many of our greatest business enterprises are quicker to see this than is generally believed; and they see it in no narrow spirit of utilitarianism. Many of the difficulties that are met with in business organisations to-day are traceable to educational deficiencies, and to deficiencies that arise more from lack of training of character and intelligence than from insufficient formal instruction. It may be true that it is the examination fetish that is responsible for many human misfits in business and professional life, who would have been more successful in skilled manual occupations, but the real difficulty is that so many thousands of our citizens-to-be become wage-earners while still woefully immature.

Immaturity—that is the root of the matter! The commercial supermen of this world—whatever their age and educational standard at the time they plunge into commerce—are mature, sometimes precociously so. Where the average youth wants—yes, and needs, too—recreation and pleasant companionship, as an outlet for high spirits, the exceptional man needs none of these things, but can put all his energy into the pursuit of commercial leadership. Any deficiencies in his education that affect his efficiency he will remedy as he goes along. He is, in every way, outside our consideration. He needs no protection or guidance, nor can we legislate him out of existence. Genius in commercial life, whenever and wherever it appears, can never fail to come to the top.

It is when we put on one side the example of the man of rare genius and come to consider the case of the average youth, that we find our real problem. And, surely, the clue as to what commerce requires from education, above and beyond the "bread and butter" subjects, is in that word "maturity." No one supposes, of course, that the lad of sixteen or seventeen, who has received a

sound education up to the matriculation standard, is mature. But by comparison with the child of fourteen, who leaves school at that age and receives no further general education, the secondary school boy is prepared for manhood and its responsibilities. What he has gained from two or three years more schooling is not so much the extra tuition, although that is of great value, as self-knowledge, the dawning of awakened consciousness of the world and its opportunities for and demands upon us as individuals, which makes him potentially a partner in the tasks of commercial life, not merely a moderately-efficient tool. A sense of responsibility, a view of life, an eye to the future—young people must have these characteristics if they are to progress as individuals and not remain automatons obediently filling an assigned role. I believe education, carried through the formative years, can awaken these fundamental moral and mental qualities, and for that reason it is in the interests of commerce for the years of growth to be more universally dedicated to education than is usually the case.

I am not alone in what may be considered

too generous and optimistic a view of the relationship which should exist between commerce and education. Here is an extract from an address given before an educational body some years ago :—

> " Strong pressure is being brought to bear to commercialise our education, to make it a paying proposition, to make it subservient to the God of Wealth and thus convert us into a money-making mob. Ruskin has said that ' no nation can last that has made a mob of itself.' Above all a nation cannot last as a money-making mob. It cannot with impunity—it cannot with existence —go on despising literature, despising science, despising art, despising nature, despising compassion, and concentrating its soul on pence."

You may think that this is the vague idealism of some educational crank who has no practical experience of the needs of an industrial nation. Not at all; it is the considered judgment of one of our great captains of industry; and I hope that all the best elements in commercial life will say " Amen " to it.

Commerce pleads that the most efficient educational equipment shall be available for all. It realises the great part that is played by education in the building of

national character. Without integrity, intelligence, independence, and clarity of thought, the commercial vitality of a people cannot be maintained. Harmoniously associated, education and commerce can together assure a glorious future for our country, and secure happiness and peace for all; but in this partnership education must be allowed the preponderating influence—for in its care is the soul of the race.

Success *IV*

I SOMETIMES wonder whether it might not be a good thing for the world if the word "success" could be banished from the English language for a generation. Words, like persons, have sometimes a tragic fate. As an instance, take the word "love." It is one of the most beautiful words at our command, and in its fullest and noblest interpretation it expresses our poor human nature at its highest. The word and the ideal that it connotes have been the theme of artists, poets and philosophers of all races and in all times. And yet, too often its meaning for many of us is all too restricted. What is perhaps worse, the word has become part of the trivial small-change of what passes for conversation, and we say we "love" anything and everything, from jazz

to jellies. A similar degradation has overtaken many an exalted word, through the loose habit we seem to be developing of using the minor interpretation of a major term. The very limited and inadequate ideas attached by most users to the word "success" are an example of this. It is at the least a careless waste of the riches of our language, but it also denotes a spiritual apathy of more serious significance.

An agreed close season for some of these over-used but under-valued words might restore them to their full grandeur of meaning. We should, for example, be compelled to find other words and phrases to express what we mean by "success," and we might find in the self-illuminating process that our endeavours led us on to something more precise than we originally had in mind. There is nothing so effective as the definition of terms to educe all manner of latent values in our store of thoughts and ideas. If then you could artificially obliterate the "term," so that every time you wished to make use of it you had instead to examine and express "the thing itself," you would very soon learn a great deal more about the actual content of

your mind. Perhaps I may make this clearer by the analogy of a wireless set, now familiar enough to most of us. Imagine, first, the elaborately finished installation that the man with thirty or forty pounds to spare generally buys, snugly and neatly sealed up in its polished mahogany case. That is the "term"; you can handle it easily and use it, after a fashion, without knowing or caring very much about its "content." It works; it seems to be what you want, and you are satisfied. Remove that mahogany case, which after all is only a convenience, and you have "the thing itself." At once you find that it is far more complicated than you had imagined; you discover that by study and careful adjustment and manipulation you can achieve undreamed of results with it. Words are but ideas more or less neatly cased, and we sometimes use them meanly and inadequately, not realising the true value of the ideas they contain.

Much has been written about success in recent years, but out of the many pages there has been little, so far as I know, that I should regard a sufficiently comprehensive

exposition of the subject. It is dangerously easy for us quite unconsciously to pay lip or pen service to the various qualities of character—nobility, vision, generosity, unselfishness, and so on—that go to make up the best kind of success, while all the time we hold up as the ideal the personal limited success that is measured by material acquisition and power, and is wholly satisfied therewith.

A wise man once said that the secret of success in life is known only to those who have not succeeded. There is profound truth in this seeming paradox, which I take to mean that success is not an end in itself, and that those who make some material objective their goal, and think that in its achievement they have gained all, are ignorant both of their true selves and of the possibilities of life. They have missed, it may be, something in life which the "unsuccessful" man may have found—something that brings the deep contentment and peace no riches can secure. The ideal of worldly success is the millionaire, and the world hears too much, and thinks too much, of the material splendours of the millionaire, of his houses in town and

country, his motor cars, and of the lavish display of luxury in all its forms that his riches make possible. But nothing of this remains to secure for the millionaire at the end of life the affectionate remembrance of his fellows, if this is all. His houses are sold, his artistic treasures dispersed, his servants seek other masters, and even his posthumous generosity passes unnoticed save by such disparaging comment as can easily be imagined. Material possession without service to one's own and to succeeding generations is less than nothing. What is immortal in the achievements of a Carnegie but his good works? For one Carnegie or Rockefeller, whose wealth has been used for the improvement of knowledge or the advancement of science, there have been hundreds of lesser men to whom every kind of negotiable success has accrued, who have won by industry and devotion to business the rewards of which they are justly proud; yet their achievement which has brought them all the advantages of wealth, has in no way re-acted for the good of the common weal. To all those who have attained this kind of quantitative success, and to any young man or

woman who may try for such success, I would commend the solemn text, "We brought nothing into the world, and it is certain we can carry nothing out."

What, it may fairly be asked, do I mean by success? And if I mean some impersonal, far-fetched, idealistic state, some austere, ascetic denial of self, why should my views be treated with any respect by practical men, young or old, who have to live in a practical world? These are fair questions. Although I feel that, fundamentally, any conscious, direct seeking for "success" is wrong, or at any rate as likely as not to lead to success of a soul-destroying kind, I recognise that in a practical world there have to be practicable programmes. Success then, in my view, lies not in the grasping of all that is desirable in material wealth, or of the power to do so, but rather in complete development of all the finest elements of the individual character. This, it is scarcely necessary to say, by no means precludes some measure of pecuniary success, for most fully developed natures include a degree of commercial ability, balanced by a true sense of proportionate values. The only absolute failure,

I always feel, is when we have to say of a man that he has never developed the good qualities that his youth gave promise of. We have all to confess to more or less of failure in this sense, when we examine ourselves from this standpoint. Such self-examination need not depress us unduly if we reflect that we ourselves, if we are honest with ourselves, are our own severest critics. If we are right in viewing success and failure in this aspect, those who have "succeeded" by the over-development of their acquisitive faculties may be among the most abject failures, if we consider the nobler powers undoubtedly latent in youth which never gained a footing in maturity. Judged by that measure, many prominently successful men have failed dismally; and, conversely, may it not be true that the secret of the best kind of success is known to some of those who have not "succeeded" in the eyes of the world?

I realise that this is a very incomplete and halting definition; but it must stand. It is a definition, as I have already mentioned, that does not bar a reasonable degree of material success. There are many men of

such natural genius for finance, for organisation and initiative, for the harmonious direction and co-ordination of the energies of others that only by the deliberate crippling of their powers could they avoid the rapid acquisition of wealth. The point at which the successful career, as usually defined, ceases to coincide with the ideas I am endeavouring to express is when it appears to involve the spiritual impoverishment of oneself and the material impoverishment of others. Happily, real creative success in business has frequently meant the enlargement of wealth and opportunity for thousands of other men and women. Swift, in a famous passage, paid tribute to those who could make two ears of corn, or two blades of grass, to grow where only one grew before. That is a feat which the successful organiser of industry in the modern world frequently surpasses.

These considerations are of some importance to the youth of to-day because the conditions that more and more govern the society in which we live suggest that in the days to come vast individual wealth will cease to be such an attainable ideal, at least for more than a

very small minority. There is, however, in modern industry a wide choice of high administrative posts in the large-scale businesses that are characteristic of the new era of commerce. The reward for these is adequate, more than sufficient to provide for all the comforts and many of the luxuries of civilisation, and the entire class of work is something that was practically unknown thirty years ago, in the great days of family and one-man businesses. Posts of this character appeal to the man whose ideas of success are personal rather than pecuniary. I mean the type of man who looks out for something that will exercise all his powers and who will find his chief joy in being one of the key-men in a vast concern in a position of great responsibility. Just as the ordinary man in the street to-day lives in a condition of far greater luxury and comfort in his daily life than even kings enjoyed three or four hundred years ago, so men holding administrative posts of this kind exercise greater power and responsibility than many a merchant prince of earlier days. If I am optimistic about the general outlook of affairs to-day, it is because I believe that, in spite of tendencies that are

regrettable and even alarming, the coming generation will believe even more firmly than ours that " the reward of a thing well done is to have done it."

The rewards of material success are easily catalogued. The advertisement pages of any of the " Society " weekly papers will give you the necessary data. The remarkable thing is that the essential luxuries, if I may coin a slight paradox, are to-day within the reach of people of quite moderate means. We all, rich and poor equally, want to rest, to sleep, to eat and move about the countryside. Opportunities for reading, hearing music and visiting the theatre, are available for the great majority of people. Wireless transmission, under the truly admirable direction of the British Broadcasting Corporation, and the development of popular motoring, have removed practically all barriers between the man in the street and a life reasonably full and varied. None of the finer pleasures of life are now inaccessible to those who really desire them. The decorative luxuries—fine gold and rare jewels—may still demand their accustomed price, but their value is small as compared with that of the luxuries of

modern civilisation that are within the grasp of all.

What more can be desired? The success that is assessed in terms of money can only bring the victor more than is needed of everything that is already easy of attainment. If, in the effort to equip himself for money-getting, he has crushed or ignored all the nobler side of his personality, what has he gained, even if he is successful to the pitch of notoriety? The mere power to slacken off and to loiter in idleness and folly with the camp-followers in the battle of life! That way lies moral death, and something that we are perhaps more sensitive to—boredom! "The feeling of satiety, almost inseparable from great possessions, is a surer cause of misery than ungratified desires." That aphorism is not mine, but a quotation from Disraeli, who was not only a brilliant figure in the Victorian world, but possessed in a very marked degree that wisdom we call common-sense, which is none too common. I do not suggest, of course, that there are not many ways in which great wealth can be used to the direct benefit of the nation, or that there are not many wealthy men

who practise wise and discriminate beneficence. Our museums and art galleries, our hospitals and orphanages, scientific and medical research foundations and the like bear witness to the activities of men and women who have known how to spend money as well as how to acquire it. These qualities are not always found in one and the same person! It has frequently happened that one generation has spent in splendidly conceived generosity and public spirit what the previous generation gathered with a haste and ruthless determination, neither wise nor generous What I want to emphasise here is that, granted that there are fortunately many such examples of the unselfish use of riches, it is not such examples that young men generally have in mind when they set out to make their fortunes. The goal at which they aim is wealth and power, and they reck little of what they may lose in the pursuit. It is not until they reach the goal that they give themselves time even to think of what they will do with their success. Nothing is more depressing to the observer than the remarkable self-absorption of the ambitious man of this type, to be found too often in

the business world. Every activity, every personal relationship, is linked up with the one great aim, and the result is a rigidly limited personality, ignoring the spiritual and artistic side of life that counts for so much in a well-balanced character.

It is to be remarked that most of us occasionally do the right thing for the wrong reason, and there are many agencies that delude young people into such a course of action. We are all familiar with the advertisements that relate with such gusto the satisfaction of various youths who have "increased salary by fifty per cent," or had "two promotions in six months," or in some other remarkable way taken extra long strides up the ladder of success. The suggestion is that any aspirant who studies at such and such a business college, in person or by post, or who undergoes some course of training of mind or memory can do the same; and there is, no doubt, a good deal of truth in the suggestion. Nevertheless, I regard such suggestions as dangerous, especially those that emanate from the enterprising trainers of the mind. By all means appeal to young people to increase their knowledge and sharpen

their wits, but do so in such a way that they endure the necessary self-discipline for its own sake, for the pleasure of feeling the faculties tauten and the field of knowledge widen. There are already too many influences teaching the lesson that material reward is the only thing that justifies effort of any kind, and too many men, by the sterile luxury of their lives, exhibit the perfect example of what the world too readily counts as the ideal of success. In justice, however, it should be stated that, for the most part, the men who have won wealth and power by ability, energy, and labour are far too sensible to fritter away their energies and dull their powers by indulging in the senseless stupidity and slackness of the luxurious life as depicted in cheap literature and false representation. At the same time, the muddleheaded young man who believes that such are the rewards of success, and who believes that by "taking thought" under the carefully tariffed guidance of the brain merchant he can cleave an upward way, should be warned against unduly optimistic assumptions.

It cannot be denied that there is, in a way,

a selfish side even in the sense of power that comes to the man who gives time, thought, and money to charitable objects. But whatever the inmost motives and feelings of the giver, there is the indubitable and enduring good that has been achieved; and the satisfaction of the craving for large-scale benevolence may play some part in the formation of the ideal of success that appeals to ambitious youth. The "lamp of sane benevolence," as Meredith called it, can, however, be borne through life without the employment of vast wealth, and possibly with more satisfaction to both giver and recipient. Of the delight in giving, George Gissing has a memorable description in his "Private Papers of Henry Ryecroft," one of the wisest and most moving semi-autobiographies of modern times. Ryecroft is an author who, towards the end of a life of more than ordinary struggle and privation, at last is placed in possession of a quite modest competence which enables him to live in the country in the companionship of his beloved books. "Greatly as I relish the comforts of my wonderful new life, no joy it has brought me equals that of coming in aid to another's

necessity. The man for ever pinched in circumstances can live only for himself. It is all very well to talk about doing moral good; in practice, there is little scope or hope for anything of that kind in a state of material hardship. To-day I have sent S——— a cheque for fifty pounds; it will come as a very boon of heaven, and assuredly blesseth him that gives as much as him that takes. A poor fifty pounds, which the wealthy fool throws away upon some idle or base phantasy, and never thinks of it; yet to S——— it will mean life and light. And I, to whom this power of benefaction is such a new thing, sign the cheque with a hand trembling, so glad and proud I am. . . . Of my abundance—abundance to me, though starveling pittance in the view of everyday prosperity—I can give with the happiest freedom. . . . There are those, I know, who thank the Gods amiss, and most easily does this happen in the matter of wealth. But oh, how good it is to desire little, and to have a little more than enough!" I have quoted this passage at some length, for it seems to me to be a most convincing personal testimony to the point I am trying

to make, which is that if success is desired as a means of giving expression to the deeply rooted feelings of benevolence that are in every human heart, the very spirit of true charity can be nobly exhibited in small ways as in great. There is no more virtue in the four figure cheque than in the smallest gift from a friend to a friend in need.

There are, in truth, many paths to success—which is, after all, but a relative term. Everything good is on the highway, as Emerson said, and, however far upon the road of life our natural or acquired abilities may carry us, if we have given free and full play to all the best that is in us at every turn of the road, we have succeeded in life. Cleverness, it is possible, takes some of us farther along the road, but character, which discerns beauty in common things and responds to the good in everything, is the key which gains us admittance to the pleasures that lie on every side. The true good in life is in ourselves, and "what shall it profit a man if he gain the whole world and lose his own soul?"

Before we tacitly accept the usual materialistic conception of "success," it is well to

consider the lives of some of the people whom we know in our own town or village ; people who will never reach the status which the term usually connotes. I should like, if I had the power, to draw a word-picture of some of the worthy folk I have in mind. I should like to be able to convince my readers as surely as I am myself convinced, that the simple happiness and deep contentment that fill many lives are such that—for them at any rate—no greater " success " could be desired, or would be possible.

I think, for example, of one old man, well over the allotted span of life, short but sturdy, with a bronzed face and a shock of thick white hair, who lives in a village I know. He has in his time played many parts. As a young man he was a sailor, and roamed the seven seas, first in one of the fine old " wind-jammers " and later in tramp steamers. He has been shipwrecked, more than once, and has endured all the normal hardships of the seaman's life. Later on, he married and settled down, working for many years as a stoker and machine tender. Then he took to farming, and now confesses that he cannot make up his mind which is

the grander life, the tilling of the soil or the ploughing of the seas. He has a grown-up family of sons and daughters, and those that are left (he lost sons in the war) are all doing well in different ways. His wife is as healthy and good to look upon as he; since he reached the age of seventy they have lived in their little cottage, with an acre of garden, the picture of happy and contented old age. But after a year or two of well-earned rest, the old fellow started out again on yet another profession! He lives in a countryside remote from the sea, and one day he saw an advertisement offering boxes of fish "direct from Grimsby" at a very moderate price. He ordered a supply, and so much came that he was forced to sell or give to neighbours what he could not use. This was repeated once or twice, and each time the demand from friends and neighbours was greater and more insistent than before. Now he has a little cart and a white pony, and three times a week he drives round the district selling his fish! His white hair and cheerful, wrinkled face under his round black skull cap are familiar in scores of homes. Wherever he goes he is liked and respected,

and when, a year or two ago, for some months he was ill many were the callers at his old-world cottage, and many the little gifts that cheered him during his convalescence.

I think, again, of another type, this time a London character, a lawyer's clerk, for years and years with one old-fashioned firm, living nearly all that time upon a salary which a dustman would now despise. Although he has never been articled, he is generally reputed to know as much law as all the partners taken together; at least we can assume that he could, had he so wished, have earned his four-figure salary with ease. He is unmarried, and many people consider him "difficult to get on with," but the fact is that he is a man of one all-absorbing hobby, and unless you can approach him sympathetically on this side of his nature you will never understand or appreciate him. His great passion is books—old books—and his rooms, in a quiet but unfashionable inner suburb, are a treasure-house of fine and rare editions. He is well known at all the famous sale rooms, and his entire leisure, save for that portion of it which is occupied in acting as "poor man's lawyer" to a large circle

of working-class acquaintances, is devoted to tireless search of second-hand bookshops and stalls. During forty years or more he has found many rare and beautiful books in unlikely places, and in all probability at his death some public museum will be enriched by the addition of the gems of his collection, already the envy of many of the *literati*. In the meantime, he, too, leads a life of complete happiness and contentment, though he is far removed from any ordinary conception of "success."

These are but two of a number of instances within my knowledge, and no doubt many of my readers can call to mind others of people who carve out for themselves lives rich in purpose and contentment, although simple almost to the point of austerity. The "success" which means wealth and power is, in fact, but one of many ideals towards which men and women struggle, and not the most admirable. The great mass of people never attain it, and, what is more important, do not really desire it. The idyllic simplicity and peaceful happiness which I have attempted to sketch, particularly in the first of the two types described above, is, happily

for England, far more characteristic of the aims and ideals of the ordinary lovable people, who are, in very truth, the salt of the earth.

Such modesty and unselfishness are not confined to the great unknown of our race. In all the arts and sciences, in the cause of religion and in the pursuit of ideals (some possibly foolish and impracticable), are to be found men and women gaining happiness and profound contentment from the practice of art, the study and advancement of science, the ministry of religion, or the patient propaganda of their particular 'ism or 'ology—without thought of gain or material aggrandisement. In the annual "civil list" of pensions—pitifully small—granted, for the most part, to the widows or dependents of men of letters, scientists, and great teachers, whose gifts to humanity have been nothing less than the lifelong devotion of exceptional talents, we have absolute evidence of the splendid unselfishness of men and women of this type. While their inventions and discoveries, their artistic or literary productions, have gained them renown, possibly immortal fame, the peculiar organisation of our

industrial civilisation has brought them entirely inadequate reward. These pioneers of science, gifted philosophers, and inspired teachers have, however, suffered from no sense of failure, except in so far as lack of pecuniary gain has involved their nearest and dearest in penury, but have found reward in and through their entire devotion to one great purpose. Their "success" has been a thing of the spirit.

I believe that every human being has in himself the possibilities of such success as is capable of bringing happiness and content-ment. A very wise and far-seeing man of our own day, Dean Inge, has said: "The wise man is he who knows the relative values of things. In this knowledge, and in the use made of it, is summed up the whole conduct of life. What are the things best worth winning for their own sakes, and what price must I pay to win them? And what are the things which, since I cannot have everything, I must be content to let go? How can I best choose among the various subjects of human interest, and the various objects of human endeavour, so that my activities may help and not hinder each

other, and that my life may have a unity, or at least a centre round which my subordinate activities may be grouped ?" The true goal, then, is to work towards a unity in our lives, to develop in harmony those personal qualities we find to hand, choosing, where alternatives present themselves, whatever seems most fitted to give form and purpose to our life as a whole. For some this may be reached through the freedom for service and creative work that wealth brings, or that leads—but incidentally—to wealth. For others, what the outside world regards as hopeless mediocrity may conceal a life that is all peace and goodwill. There is the success of commercial genius, frequently admirable and of public worth. There is the success of the civil servant or the engineer or architect, content to do the work that lies to hand just as well as it can be done, and happy in the knowledge that it contributes to the good order and comfort of others. There is the success of the humble landworker, who finds in his instinctive skill and intimate contact with all the ordered marvels of nature all that he wants from life.

Emerson has said that "a man is like

a bit of Labrador spar, which has no lustre as you turn it in your hand, until you come to a particular angle : then it shows deep and beautiful colours. There is no adaptative or universal applicability in men, but each has his special talent, and the mastery of successful men consists in adroitly keeping themselves where and when that turn shall be oftenest to be practised." Perhaps the happiest and most blessed kind of success is not to know that you are successful ; not to strive, but simply to be—yourself !

Careers for Boys—The Public Service V

IT is a bold task to undertake to offer suggestions to parents and others upon a problem which is the cause of so much anxious thought. When, as is the case with the vast majority of families, the boy or girl has to be sent out into the world at the age of fourteen or fifteen, it seems almost an act of folly to offer advice. For the fact is that in nine cases out of ten it is humanly impossible to say what particular occupation will best fit the child's nature and capacity. Yet a decision has to be made, and there may be some lines of approach to the vexatious problem that can be indicated with helpful sympathy.

First of all, let us face frankly this fact, that for most of us any one of quite a number of occupations would suit as well as another.

It is perhaps possible to say that A has an eye for colour and design, B a head for figures, or C is handy with hammer and chisel; but there are several trades or professions consistent with each of these general subdivisions. We are average people, and, given good fortune and moderate assiduity, we shall make good with equal moderation if we get a fair start in either of the available openings. This may seem cold comfort. But it is not. Fathers and mothers whose children are not visited by the compelling power of genius really have a comparatively simple task. Fond and conscientious parents are beset by the fear that, if they only knew, there is one special calling which is the only right calling for their boy or girl. In reality, the circumstances that determine what shall be the child's occupation, such as the influence of parents or friends in some particular direction, are often the best guides that parents can have.

The problem is infinitely more difficult in the case of children of marked ability and intelligence, who by reason of the straitened circumstances of the parents have to earn money at the earliest possible age. Else-

where we have discussed the necessity for increasing the State aid given for the further education of such children, but there will always be countless cases of gifted children who have to fight every inch of their way to positions to which their abilities should entitle them. Where State aid is not available, or only under conditions which make it virtually out of reach, and the choice has to be made before the real aptitude has made its appearance, there is no reason for despair. I believe that if a boy or girl develops later a decided talent for some skilled trade or profession widely different from that in which he or she begins the working life, there is every likelihood of the necessary change-over being effected. If the talent is akin to genius it is almost certain to exercise such an overpowering influence upon the character that obstacles will be overcome by sheer force of will.

It would, I think, be found upon inquiry that very many of our great men started life in some very different occupation from that in which they rose to fame. Only as their powers developed and their genius seized them did they break away from their

former surroundings and scale the heights. The early vicissitudes of Charles Dickens are too well known to need recapitulation. A recent and most brilliantly successful Viceroy of India was once a seaman, and later on the Stock Exchange, before he took to the law, and finally turned to politics and statesmanship. Sir Alan Cobham, the famous British airman, whose recent exploits have stirred the imagination well-nigh universally, was, as a youth, engaged as a junior clerk in a London business house. The war gave Sir Alan his opportunity. He was a gunner, and afterwards passed into the Royal Air Force. When the war was over he saw that as one of many thousands of flying officers he was likely to be handicapped, so he resigned his commission in order to be the first both to practise and to preach the gospel of civil aviation. To-day he is one of the foremost men of the age, a maker of history.

Difficult and harassing as is the choice of a career in the case of a child of great promise, where such choice has to be made prematurely, it is not necessary to regard it as binding and final. If the best available

choice is made, there is, at the worst, reasonable assurance of a modest degree of happiness and success. If eventually some call is sufficiently imperative the youngster will infallibly override any barriers that separate him from the destined goal. In any case, parents can do no more than their best in the light of the knowledge they possess, and, so long as they never commit the folly of opposing a genuine vocational impulse, they will be free of blame whatever happens.

In considering the many careers available for our children it is convenient to classify them loosely into two divisions—those which may be called secure, and those which are speculative or unscheduled. The differentiation will be clear to most people. It is, in my opinion, the best division that can safely be recommended in endeavouring to discover the most suitable occupation for one still very young. Manual skill or mental aptitude for any specific kind of work may still be lacking, but generally one can tell whether the child is light-hearted, easy-going, and forward-looking, or studious, introspective, perhaps over-conscientious, and rather nervous (these terms are, I know, themselves

rather loosely used). And this is of some importance in deciding upon a career.

I have had personal experience of this broad, fundamental choice in my own life. My father dearly wished me to enter the Civil Service, and for a time I fully intended to do so. Then, one day, in thinking things over, I realised the awful vista of certainty that was before me. Before even beginning my life's work, I knew what my salary would be for years ahead, knew the points at which I should in all probability move on to a higher scale of pay, knew the age at which I should retire upon my pension, and its probable amount. All was certain, fixed—in fact, finished! I saw at once that this was not my bent. I wanted something that would give scope to the adventurous impulse within me. I did not want to tread the restricted path which safeguards the public official—even though I realised then, as I do now, the great value of the work of the civil servant, and how, for many men, it is the ideal career. I wished to take my chance—life's adventure—upon the broad highway of commercial enterprise.

This is a real division, affecting both men

and women. It would seem at first sight to represent a demarcation between those who want to make money and those who have no interest in money, so long as they are assured of a competency. It may be this, of course, in effect; but it is neither as crude nor as simple as this easy comprehensive differentiation. The "free-lances" are not all obsessed with money getting: many of them value wealth only as a means of giving service, and not as a key to the paths of pleasure. Many devote their lives to scientific or medical research, to artistic creation, to unending toil of one kind or another for the good of others. What they all have in common is the paramount need for freedom of action. Similarly, the "safety first" type are not all timid and ultra-cautious cage-birds, fearing the spacious heavens beyond their bars. Among these civil servants and others whose work is of this settled, ordered nature there are many who see in their career a form of social service. Others prefer work of this prescribed character in order that they may devote themselves in their leisure to private study or to literary work, for which they

feel themselves to be fitted, although in itself it is not likely to suffice for the necessary means of livelihood.

It is not my purpose to provide an exhaustive practical guide to careers for boys and girls, yet it may not be out of place to consider a few occupations in each of the two categories to which I have been referring. I will first deal as briefly as I can with the "safety first" class; I mean, of course, nothing derogatory in the use of this term. Many wise men show their wisdom in taking to heart the lesson of "safety first," although comparatively few of those employed in this class of occupation may have entered thereon with that incentive uppermost in their minds. Many foolish men, too, flout that excellent motto, in their choice of occupation, even as in other directions.

Let us consider the case of the boys. Although, owing to the confusion consequent upon post-war conditions, it is no longer possible to regard salary scales in the Civil Service as finally and definitely fixed, it is pre-eminently the "certain service." At present in most branches salaries carry a

bonus varying with the cost of living figure, but the process of re-scaling inclusive salaries cannot long be postponed. In any case parents may be sure that the salaries will be at least adequate for the work done. The Civil Service is recruited by means of competitive entrance examinations, and boys who are intended for it must be prepared for diligent study, in order to pass from the Clerical Class to the Executive Class, the next above it in rank, and eventually, in exceptional cases, to the Junior Grade of the Administrative Class. No step in this direction should, however, be taken until parents have ascertained from the Secretary of the Civil Service Commission (Burlington Gardens, London, W.) whether the competitive examinations for the Clerical Class (Boys) are being held. Owing to the large number of ex-service men in this and the Executive division of the Service there have been no examinations in recent years, and it may be a year or two yet before conditions are normal. The fullest particulars of the Civil Service career are given in the Civil Service Year Book, and, although, for the reason just given, the junior divisions

may be fully staffed for a time, yet it is well worth while making careful inquiry, if the lad is of the right type.

It is, of course, not the case that there are no "plums" in the Civil Service. In the Administrative Class generally, and in certain special branches (Inland Revenue Department, Audit Staff, Tax Inspectors, etc.) there is scope for clever youths who are not afraid of hard work. At the same time, it must be said that admission to the Administrative Class is by an extremely stiff examination which calls for further education to the University standard. Accordingly the majority of those who obtain direct admission to this Class are graduates of a University. There are, however, a number who succeed in passing by promotion into this highest branch of the Service, with salaries very much higher than in the lower ranks.

For those who are able by means of higher education scholarships to go from the Secondary school to the University, the Civil Service offers, in addition to the Administrative Class in the Home division, a variety of Imperial and foreign appointments.

There are, for example, the Indian Services—the Indian Civil Service, Police, Forestry, Public Works and State Railways. Positions of this character demand an excellent physique as an essential qualification, and after the prescribed examination has been passed there is a period of probation during which native languages, laws and customs have to be studied, while skill in horsemanship is also a requisite. The pay for these branches of the Service is high, and although to a certain extent the Indianisation process has altered actual working conditions, they offer an exceptionally interesting career for lads endowed with the qualities of leadership and initiative. There is probably no position within the reach of middle-class youths so varied in its duties, and so attractively arduous and responsible, as that of the Indian Civil Servant. In addition to an energetic, decisive character, and a keen sense of justice and fair-play, the aspirant for the I.C.S. needs to be of the self-reliant type. In the earlier years he may have to face the ordeal of loneliness, while posted for duty in a remote district with little or no white companionship. He

will be one of those who actually bear the burdens of Empire.

The other Indian services offer a variety of interesting and responsible work with almost equally attractive rates of pay. Also under the control of the Civil Service Commission there are appointments abroad, both in foreign countries and in the Empire, such as the Consular Service and the Intelligence Branch of the Board of Trade. In the latter case most of the appointments are for Home service, but officers may be required to serve abroad. The Consular Service is not as popular as it ought to be. At one time it demanded some private means, but under modern conditions that is no longer necessary. The position of Consul-General or of Consul in some foreign port is one of importance and dignity. It should appeal more especially to the young man who has had a few years good business experience, and possesses some fluency in a foreign language.

Apart from the branches of the Civil Service to which I have briefly referred, there are special appointments of a technical nature, candidates for which are naturally

recruited from the ranks of the appropriate professions.

One final word. For reasons difficult to explain here there seems to exist in the public mind a prejudice against the Civil Service which in my view has no justification. The Service gives assurance of a definite scale of salary in each class of work, with a pension at the end. There is necessarily routine work, as there must be in any large concern, whether commercial or otherwise. But any youth who either enters or shuns the Civil Service because he believes it to be a shelter for dignified slacking and second-class brain work is making a grave mistake. Although the Service does not offer salaries as large as those paid to managers of railways, banks or insurances offices, its conditions render it attractive to men of the highest character and attainments. Such qualities are essential for those who wish to reach the major positions, which are equal in responsibility and power to the greatest posts in the commercial world. It is the distinctive pride of the Civil Service that its powers are wielded anonymously as far as the general public is concerned. Only

occasionally when a distinguished man leaves the Service to take an outside appointment (a recent instance is that of Sir Josiah Stamp) does the public have an opportunity of realising the true calibre of the men who compose its highest ranks.

Second only to the Civil Service in security of tenure is the profession of Banking. The Banker and the Bank Clerk in former days represented the most aristocratic and exclusive of the many different grades of employer and employed in the world of commerce and industry. The Banker was regarded as the high priest and the Bank Clerk as the humble yet privileged acolyte of the mystery and cult of banking. Respectable and conventional as we all were in those days in our attire and in our conduct, there was an extra polish about the top hat of the Banker and his clerk that set them apart and above the rest of the city crowd. To-day perchance some mystic sense of power may still enwrap the Banker viewed in the privacy of his sanctum, but the outward symbols of hieratic dignity are gone. Nevertheless, the profession of Banking remains one of the most satisfactory of all commercial

activities; and a moment's reflection upon the nature of banking and its place in the modern world will explain how this must be so. The City, where the Mansion House faces the Bank of England, has been described as the hub of the universe, and certainly the Bank as an institution is the hub upon which every kind of commercial enterprise centres.

Although there is a good deal of mechanical routine work in everyday banking, there is much variety and interest to be found in the work. Banking corporations are fewer in number and far more powerful. Their extensive foreign activities and relations with finance and commerce in all parts of the world create a very fine opportunity for the youth who has the gift of tongues and some capacity for dealing with and even understanding the intricacies of foreign exchange.

There is considerable competition for entry into the big Banks. It is an advantage, indeed almost essential, to be introduced by a large customer of the Bank or to have the support of one of its responsible officials. In the case of the Bank of England little can be done without the personal interest

of a Director. The educational standard demands Matriculation or its equivalent, and there is generally an entrance examination, the suitable age being sixteen or seventeen. There are two examinations (under the ægis of the Institute of Bankers) which have to be passed by the young Bank Clerk before he can be said to be qualified for promotion.

The remuneration in a Bank is good. A properly qualified man will be in receipt of something over £200 a year, while there are, of course, branch and departmental managerships at salaries ranging from £350 to £1,000 and over. It is customary in the large Banks for the employee's income tax to be paid by the Bank, which privilege constitutes in itself a substantial bonus. There are now many appointments abroad for which good salaries are paid, and prospects on this side of the profession are very good. The importance of foreign languages is obvious.

Parents who are enterprising would be well advised to take steps to procure linguistic facility for their boys at an early age, either by sending them to schools abroad, if means permit, or by effecting an exchange with

parents of lads of a similar age and class in France, Belgium, Spain, or Germany. Many of the Banks encourage lads who do well in the Banking examinations; some even arrange for those of linguistic promise to reside abroad for a time so as to gain fluency.

Banking may be regarded as the civil service of commerce, and it holds out prospects of a very successful career to lads of proved integrity and cautious skill in financial matters who are prepared to take their work seriously. Strict enquiries as to character and antecedents are made before a boy can be accepted as a candidate, and there is also a medical examination. To complete the similarity to Government service, there is usually an adequate pension scheme. In view of the heavy responsibilities and intricate nature of the work involved in the senior positions, promotion is necessarily by merit alone, and there are many instances of banking chiefs who started from the ranks.

Before passing on to what is perhaps the most socially significant of the class of occupation under discussion, I will just mention that Insurance offers very similar

opportunities of permanent engagement and progressive status to promising youths as those afforded by Banking as a profession. The methods of recruitment are not dissimilar.

That the teaching profession is a noble one should go without saying, but it is strangely true that unthinking people regard it with insufficient respect. (Is it, I wonder, the subconscious memory of past humiliations ?) The very term " schoolmaster " has an air of ineffectualness which is entirely at variance with the actual status of the modern teacher; and outsiders often seem to have a general idea that the profession is an " easy " one, in support of which statement they will cite the short hours and the long holidays ! All this is quite wrong. The only reason that I include teaching amongst the " safety first " class is because it is a calling in which there is assurance of a fixed salary, with the possibility of retirement at from sixty to sixty-five years of age upon a fairly good pension. From every other point of view the profession is anything but sheltered.

At the same time, to the young fellow of the right sympathetic temperament it is a most fascinating career in which every kind of

mental and physical activity can be worthily employed. To parents debating the merits of this amongst other possible vocations there are several valid considerations. To begin with, the demand for teachers of all grades is certain to increase steadily. Unless most observers of our age are utterly mistaken, there will be such notable developments in our scheme of national education that many more teachers than ever before will be called for during the next decades. There should thus be many opportunities for advancement. Smaller classes, an extension of the elementary education age-limit, the provision of many new Secondary and Technical schools, will all be factors in creating a very favourable situation for future entrants into the profession.

Obviously, the teacher must have the dual qualifications of a sound education and trained ability to impart knowledge to others. Parents must therefore be in a position to maintain the boy, with or without the limited aid of grants and scholarships, to the end of the Secondary school period, and they must also be prepared for some expense during the boy's one year as a Student Teacher in an

Elementary School and his two years at a Training College. Probably, as the foreshadowed extensions in national education begin to develop, more assistance will be forthcoming for these young aspirants for the profession during their novitiate. The question for the parents to decide, pending such development, is whether they can afford the necessary sacrifices, well worth while if the lad shows a decided leaning towards the work.

With regard to the salaries, the present scale is the outcome of protracted negotiations between the teachers' organisations and the local authorities, conducted by means of the Committee set up under the chairmanship of Lord Burnham, whose name is permanently associated with a compromise which does honour to all the parties concerned. Briefly, the position is as follows. Pre-war salaries were admittedly inadequate, and, concurrently with the passing of the Fisher Education Act of 1918, new and much more generous scales of salaries and pensions were enacted. Unfortunately, the universal trade slump that followed the boom years up to 1920 led to the partial suspension of the new

Education Act, and also to revision of the salary scales fixed only a year or two before. Under the pressure of the impoverished authorities the pension scheme, which had been non-contributory, was amended upon the basis of a five per cent deduction from salaries. Later on, the teachers voluntarily submitted to a further reduction in salary of another five per cent—a sacrifice for which I do not think they have been adequately thanked. Lastly, the whole question has been investigated again, once more under the able presidency of Lord Burnham as arbitrator, and a new scale has been stabilised for six years, from 1925, and made compulsory throughout the country. It is necessary to go into the matter at this length in order that parents may judge of the situation for themselves. Whatever further revision may be made at the end of the six years, the teachers by their public-spirited attitude during a very trying period are not likely to be treated in any but a fair and generous spirit.

The existing scales are too complicated to be set out here in full. There are four scales for different areas, and five grades of

school under each scale. Certified male assistant teachers in Elementary schools will receive after ten years service, *i.e.*, at about the age of thirty-one, £276 a year under Scales I and II, £288 under Scale III and £300 under Scale IV. After nineteen years service in Scale IV the salary for such a teacher would reach £408. A successful teacher would, however, have opportunities of promotion to a Head Teachership. A maximum of £606 a year is the scale for a Head Master in the highest grade school of Scale IV; and £468 a year in the lowest grade. The latter are, of course, in rural areas, where the cost of living is not so high as in great cities like London or Liverpool.

Teachers in Elementary schools are not debarred from applying for positions in Special Elementary, Secondary or Technical Schools, although, of course, the acquisition of the necessary qualifications demands hard work. In London, men teachers in Secondary schools, if graduates of a University, start at £276, as against £192 for the highest scale in Elementary schools and £204 for non-graduate Secondary schoolmasters, and they reach £528 after eighteen

years service. Headmasters in Secondary schools can receive salaries of over £1,000 a year.

It will be seen that already, under existing conditions, there are possibilities for the keen and ambitious teacher. The Head Teachership of a modern Elementary school is a dignified post, and it is both responsible and full of interest. For the teacher who desires to travel there are from time to time opportunities for organised educational holiday tours, and there is also a scheme for the interchange of teachers within the Empire which gives openings for the enlargement of knowledge and experience.

It is not, however, solely as affording a career for the justly ambitious that education should appeal. It can be regarded with equal truth as a form of social service, a high and noble calling that is an essential factor in the upbuilding of national character, through which, very largely, British ideals of conduct and morals are transmitted from generation to generation. Approached in this light, the profession is among the most arduous and responsible of all, and, as I remarked, at the outset of this sketch of its

possibilities, it is only "protected" in the sense that a teacher has an assured salary and pension, whatever his grade. It would be fatal to his happiness and success to embark a lad upon this career who did not evince very definite signs of a "call." On the other hand, from my knowledge of members of the profession, I am convinced that to the right type of man there is deep contentment and a sense of privilege in the task of education.

Let me summarise this survey of assured positions available for boys, which does not, of course, claim to be exhaustive. There is one feature common to them all; a good standard of education is essential. In most of the examples cited admission to the selected profession is not possible until at least the age of sixteen; where earlier admission to the junior ranks is possible there is danger of its proving but a "blind alley" occupation unless the boy is prepared for spare-time study. I am fully aware that for many parents these critical years for their children are critical also for them, and that it is only by continued and increased self-sacrifice that the future of the children can

be assured. They will, however, be well advised to take the generous view, which is also the wisest in the long run, and continue for a few more years those self-denials that are all too familiar to middle-class parents in these trying times. The comfort and delight of old age are surely enhanced by the knowledge that the well-being of grown-up sons and daughters has been placed upon a secure foundation by just that extra period of heroically endured self-sacrifice that won for them entrance into honourable and protected means of livelihood.

VI *Careers for Boys—The Broad Highway*

WE now leave the well-known and well-patrolled paths of the great "royal mail" routes of the sea of life for the uncharted ocean, where storms and treacherous winds and currents abound. The bold mariner may perchance win through to enjoy rewards unimagined by mortals less venturesome. In other words, having disposed of the boy who is likely to be happiest once securely placed in one of these public positions, let us study the case of the lad who by temperament prefers freedom and takes his chance in discovering whither fortune may lead him.

If he is a middle-class youth, the most obvious but not always the wisest course for his parents to pursue is to let him go into an office, perhaps as an office-boy

(although "office-boy" is a disappearing category in modern business) at the age of fifteen or so. Let us presume that has happened. Nothing particularly "bold" about that, you may say. True; but the boy is in a position that may lead to anything. Of course, if he is careless and unambitious, and his parents are equally neglectful of his best interests, it will lead to nothing but mediocrity. The lad will go from the "post" to "filing;" from "filing" he may go "on the books"; or become a shorthand-typist; and in some such position he may remain, until someone in authority thinks he is a little old for the work, and then will be difficulties, and he will count as a mere fixture, unless he begins to bestir himself. This much is clear; there must be not less thought, study and keenness, whether the boy elect to enter the comparatively sheltered life of the Civil Servant or Bank Clerk, or chooses the open road of commerce.

But, given enthusiasm, there is likely to be in the future more opportunity than ever before for young men in commerce. H.R.H. the Prince of Wales—himself an apostle of the gospel of service and hard

work, and ambassador par excellence of Empire trade and commerce—recently observed as follows;

> "Young men should surely have greater opportunities, and if anyone says that they lack experience, surely this could be counterbalanced by saying that they lack bias or prejudice."

His speech was everywhere applauded. Indeed, business men are realising with greater clearness that the competition of the younger countries, now pressing to the fore more and more rapidly, can best be met by giving readier heed to the claims of our young men. I am myself no great lover of catch-phrases. "Too old at forty" was a foolish cry, but there are many old heads on young shoulders, many who, in the mid-twenties, are mature in mind and temperament, and ready for responsible posts in trade and commerce.

In this more loosely organised field there are no fixed grades, scales of pay, promotion periods and so on. Everything depends, in the main, upon the individual. Boys will rise to whatever post they fit themselves for. One essential for success is judgment of men

and circumstances, such as will help a lad to decide what he is to aim at, and how he may expect to attain his ambition. We will imagine our lad, as a very junior Junior Clerk, in an ordinary office. But this time we will endow him with brains and energy perhaps a little above the average. For the first few years his course is straightforward. He must walk before he can run. He must study shorthand, typewriting, book-keeping and possibly a foreign language. However soon he intends to join the Board of Directors he need never scorn to study these rudimentary branches of the routine of commerce! When he is in his late 'teens, he will begin to think a little about the future. Is the firm which employs him likely to afford him ample opportunities for advancement? If it is a business growing steadily rather than rapidly and there are a number of quite young managers and chief clerks, he may be justified in looking about him for another position in a larger firm. Under such conditions there is no possible objection to his taking such a step. His experience so far will have been of a fairly general nature, and he will not need to confine

himself to businesses of precisely the same kind.

At that point in his career, then, he will either stay where he is or move. In either case he must consider himself obliged to decide what are the probable lines of his future progress. If he is likely to be on the accounting side of the business he must carry his preliminary qualifications—a London Chamber of Commerce certificate, perhaps—a stage or two further. There are several accountants' societies that will accept as Associates those whose experience in accountancy is commercial and not professional. These are the only bodies open to our young man, as he is most likely not prepared to sacrifice four or five years of commercial experience and start all over again as an articled clerk to a firm of Chartered Accountants. So he will study advanced accountancy, in accordance with the requirements of the London Association of Accountants (50, Bedford Square, W.1.), or the Corporation of Accountants (9, Mincing Lane, London, E.C.), or the Central Association of Accountants (5, Salters Hall Court, Cannon Street, London, E.C.). All

three organise examinations and issue recognised diplomas. A qualification of this kind will be of great value, giving the youth a standing in his profession which will prove particularly useful should he wish to seek a more responsible position. To acquire it will mean at least two or three years' study, but it will be entirely to his interest to make the effort.

Suppose, however, he finds that his work is likely to be chiefly on the selling side of the business, then it is not so much a matter of paper qualifications as experience—experience all the time. He must—this young friend of ours—use all his diplomacy to gain experience of every department of the business. To do this, the first essential is to be absolutely efficient in the work he is doing at the moment. This degree of efficiency is not so common as to pass unnoticed, and sooner or later there will be someone in authority who will say "we must give young So-and-So a year in the —— Department; he's shaping very well." If that does not happen, there are still other courses. In a firm that employs a large number of outdoor salesmen upon a salary and commission

basis, the keen young man might seek an interview with his chief and ask for an opportunity to gain experience as a commercial traveller when the next vacancy arises. He may perhaps be considered too young, but the request will show that he is alive, and this is often refreshing news to a manager. Or the firm may have foreign or dominion branches, in which case (parents permitting), why not ask to be sent abroad? If the young man is employed on the "propagandist" side of the firm, where technical qualifications are of less value than experience and "nous," he must not only be alive, but he must create occasions to demonstrate his alertness to those about him. He must never be afraid to put forward suggestions as to improvements in methods, having first tested them as thoroughly as possible. There is no need to be discouraged if they are not acted upon. Put them forward, so long as they will stand critical examination, even though it is morally certain they will never emerge into actual practice: it is all part of your own personal "propaganda"!

There are, of course, very many possible lines of advance for the intelligent clerk,

varying according to the nature of the business, and too diversified, therefore, to be enumerated here. As far as technical qualifications are concerned, apart from accountancy work, in a limited company there must be a Secretary and his assistants, and the qualification of membership of the Chartered Institute of Secretaries (59a, London Wall, London, E.C.), or of the Incorporated Secretaries Association (82, Victoria Street, Westminster, S.W.), may prove very useful. Such letters as F.C.I.S. will always be worth some time and trouble. Again, the business may take a new line of development, such as marketing some new commodity upon the foundation of wide-spread publicity. Here the man who has acquired some knowledge of the elements of the science of advertising may have the opportunity of reaping his reward.

I have said enough, I hope, to demonstrate to those who propose to send their lads into an office that whatever promotions there are in the world of commerce are only to be won; they are not to be succeeded to by any right of seniority or influence. (Where influence counts, it is frequently to the detriment

of the business.) Posts are there to be filled by the most worthy aspirant, or, shall we say, the most attractively energetic of the possible candidates ? Therefore, parents must try to decide whether the lad is likely to have any perceptible amount of that rare quality, the business instinct. If there is doubt upon that point (and it really is rare !), and if it is still considered best for the boy to go into an office, see that he obtains some solid qualifications on the technical side as soon as may be. If, subsequently, he should develop a genius for salesmanship, or company promoting, or any of those activities of commercial life that amount practically to a contest of wits, well, even then the technical study will have done him no harm. If he remains an honest plodder, he will, with his qualifications, at least be sure of a livelihood. Look to it, parents !

Just a word or two, which I ought perhaps to have introduced at an earlier stage in these remarks, about the procedure of applying for vacant situations. In the commercial world, apart from posts obtained by personal recommendation, the medium of introduction

is usually a letter from the applicant in reply to an advertisement. Very few lads seem to realise the importance of first impressions. All that the office chief has to guide him in making his first selection is the letter. A lad may be sprightly and intelligent, with an attractive personality, but his letter is his ambassador. It must be perfect; complete and yet concise. Unfortunately, quite half of the letters sent in on these occasions are anything but satisfactory. They are slipshod, badly phrased, lacking in some essential piece of information, such as the age of the writer, undated—or even unsigned (I have known at least one instance of this!). When he has composed his letter, a lad applying for a situation will be well advised to read it out to himself, critically and unsympathetically! He should try to picture himself as the recipient of the letter, and ask himself whether there is anything that will cause it to stand out amongst scores of others so as to result at least in selection for interview.

And then—the interview! Business chiefs are constantly interviewing applicants for posts and soon become expert at judging

the general character of those who come before them. I know that for some youths the interview is an ordeal. Every attempt should be made to fight against this feeling. The business man is only too anxious that you should help him, and yourself, by doing yourself justice. From the outset he is usually sympathetic. Often enough he has keen recollections of far-off occasions when he was the applicant. But his difficulties increase when a youth with first-class paper qualifications appears before him in a state of nervous tension, hands shaking, face twitching, and so forth. It requires something like an act of faith to choose him before another youth, only slightly less well equipped with diplomas and testimonials, who is self-possessed and ready of speech. I have performed this act of faith myself scores of times, and have thus chosen men who proved their worth over and over again, but it has often meant flying in the face of the evidence. My advice to those of my readers who may have to go through this ordeal is this—be convinced in your own mind that you can do anything that you may be called upon to do. The business

man before whom you appear may have forgotten more book-keeping than you know, but at least you have ready at hand what you know! One other point, never go to the other extreme and claim abilities that you do not possess! That form of bluff may succeed once, but in the long run it is bad policy, quite apart from its bad morality.

Returning to the subject of careers generally, can we say anything more about commercial work? There are the technical branches. Accountancy, if it is to be followed as a separate profession, must (as I have already mentioned) be entered by the condition of being an articled clerk to some firm of accountants. This involves a premium, which may vary from £100 to £300, or in exceptional cases it may be even more. The indenture is generally for a period of five years, during which the salary is merely nominal. The professional examinations are under the control of the Institute of Chartered Accountants in England and Wales (Moorgate Place, London, E.C.) and the Society of Incorporated Accountants (50, Gresham Street, London,

E.C.). The first-named has affiliated societies in Edinburgh, Glasgow and Aberdeen. If the expenses involved can be faced, the prospects for a boy with the right type of precise, painstaking intelligence, honest and analytical mind, are good. The entrance examinations are difficult, and probably suffice to restrict the membership of a profession that has made great strides in recent years. Parents considering accountancy as a possible career for their boy would be wise to obtain a personal introduction to a practising accountant, who will be able to advise them as to the outlook. There is a modern branch of accountancy which may be recommended to any youth who finds himself on the accounting or statistical side of an engineering firm or public works contractor. It should appeal to any youth engaged in commerce who is particularly fond of mathematics. This is Cost Accountancy, by which such firms are enabled to analyse their production costs, in order to find the profit on separate articles of manufacture or upon individual contracts. There is now an Institute of Cost and Works Accountants (6, Duke Street, London,

S.W.), and at present the qualification is by the usual series of examinations without the need for serving articles, although that form of limitation may be imposed before long.

Accountancy generally is of great interest to those who are attracted by the systematic analysis of the complicated affairs of commercial and industrial concerns. In a way it is itself a "protected" industry, for the Accountant is almost more in demand during periods of financial stress than when trade is booming! The only question is whether it is not already overcrowded, although, even so, there will always be room for the young man of undoubted ability.

To many parents the idea of a career as shop-assistant for one of their children would, if considered at all, be dismissed as out of the question, as something derogatory. I am convinced, however, that under modern conditions it is a calling preferable in many ways to unspecialised clerical work. It is true, unfortunately, that the small shopkeeper is being squeezed out of existence, although this process is not so general as some imagine. There is still opportunity

for individual intelligence and initiative in grocery, drapery, and other similar businesses in small towns and the larger villages. I wish to refer, however, more particularly to employment in the large stores which are becoming every day more prominent in our great cities. Almost every week we hear of old-established firms being absorbed by one of the big concerns. These great stores employ large staffs of salesmen and women, managers of departments, buyers, advertisement writers, window dressers, stock-keepers and the like; and any lad who undergoes the proper training and is not afraid to begin at the bottom has good chance of promotion to a salary-bearing post. There is now a special school for teaching the rudiments of Retail Distribution. This is under the control of the London County Council, at 66, Horseferry Road, Westminster, S.W., and it provides the best means of entrance into the great industry of retail selling. It must be borne in mind that these multiple shops are springing up in every city in the world. Therefore, a youth who has been trained at this school and has then had several years' experience

in one of the big London stores is not necessarily confined to home employment. With such credentials, if he feels the need of a fresh environment, he should have little difficulty in securing a good foreign or Dominion appointment. The post of buyer in connection with one of these establishments may be worth anything over £1,000 a year. Considerable powers of observation, judgment and shrewd bargaining are demanded, in order that changing fashions may be anticipated and new markets created.

And now let us turn to some of the less-trodden by-ways of trade and commerce. There is the new art or science of advertising which affords opportunities of advancement that did not exist a decade or two ago. That there are these opportunities is obvious when one considers that millions of pounds must be expended annually on all forms of advertising, in this country alone. It is impossible, however, to recommend any easy access to success in this calling. A youth who finds himself interested in the problems of publicity might perhaps take a correspondence course with one of the

schools of advertising. I do not know whether advertising can be "taught," but he would, at any rate, soon find out if the work really appealed to him. If so, it would be well to endeavour to obtain employment with some well-known firm of advertising specialists. Once a footing has been obtained, he must pursue a twofold course, by learning as much as he can of the details of the work, and also by developing whatever may prove to be his special aptitudes. He may discover that he possesses some degree of journalistic ability or artistic skill, in which case he should obtain evening instruction at the London School of Economics (for journalism), or the Central School of Arts and Crafts, Southampton Row (for artistic work). If he is specially gifted in artistic design, a half-year on the staff of one of the big commercial "studios," where drawings for advertisement purposes are turned out by mass-production, will give him valuable experience. Then, after a few years of such practical experience, he should be able to obtain a salaried post, either with a firm of agents, or as manager or second in command of the advertising department of some

big firm that markets one of the branded commodities that sells by publicity. Alternatively, he may work up a connection as a "free-lance," selling ideas, special "copy," or striking designs to various concerns. If his talent is exceptional this may prove a very profitable method, but he will need to have saved a little money to use as capital and to tide him over the first year or so. To those of ordinary moderate ability the prospects are, frankly, not much better than in the field of ordinary non-technical clerical work, but there is room for the man who is full of fresh ideas.

Every concern that depends upon advertisement is clamouring for any new and effective method of appeal to its public. The journalistic genius that can coin witty and audacious "slogans," the artistic skill that can devise simple, attractive and possibly amusing line drawings (especially if they are cheap to reproduce), the typographical knowledge that can present good "copy" in attractive guise—any form of talent, in fact, that can infuse "personality" into an advertising scheme will command

a high salary anywhere in the modern world. Advertising is pre-eminently an art and craft that demands originality and "the personal touch," but it is also true that these rare qualities must be based upon exceptional knowledge of affairs, wide reading, and a good general education. The "born" advertiser is something of the artist, the diplomatist, and the wit—with a good deal of "horse sense"!

Somewhat akin to advertising is the profession of Journalism. This, also, and to an even greater degree, is a precarious calling. The prizes are of great value; the failures many. There must be the foundation of genuine, natural ability, and this often shows itself in the course of education. No parent, therefore, should consider journalism as a career unless a boy gives some signs of literary talent, pointing in that direction. It is one of the most democratic professions, and brains and ability count all the time. Having uttered this warning, we can admit that it is, to the right man, a fascinating calling, and that, where the instinct for self-expression is strong, it can be developed by study and training. The best school,

however, is experience; and this can be gained most readily in a newspaper office. It is open to question whether a London or a country newspaper offers the better beginning. To London, of course, most journalists eventually migrate, in common with other seekers after fame, but a few years upon some old-established newspaper in a county town gives a range of experience which the junior in a London office will not obtain so readily. Such papers generally employ but a small staff, and the young man who gains his early experience in the country will soon have an encyclopædic knowledge of police-court proceedings, social functions, annual dinners, politics, local and national, agriculture, trade and industry, and so on. In addition he will often be expected, with the aid of works of reference and by the light of his own native wit, to write articles upon all sorts of special subjects, criticise books, pictures, and music, and to undertake other classes of work, that in London are only dealt with by the specialist. Such a training must certainly be a good introduction to the profession. I understand the normal rate of pay for a

fully qualified journalist on the staff of a London paper is about £450 a year, but those of special ability earn more, or do so as "free-lances" unattached to any one paper, but supplying news items and articles to the press. Rates of pay outside London are considerably less than this. There are other kinds of journalism, such as the considerable volume of works appearing in trade and technical papers, where expert knowledge is the first essential.

The educational standards for both advertising and journalism are not fixed, that is to say there are no examination barriers. These are careers open to the talents, and "no tickets are required." At the same time, I have tried to show that success in either profession must depend upon the kind of intelligence that a good general education helps to develop. Ideas are not produced in a mental vacuum. The more the mind is nourished with knowledge of all kinds, from wide literary pastures as its habitual source of refreshment, the more readily will it scintillate with the kind of nervous brilliance that produces

great journalists and successfully creative advertisers.

We turn now to a series of vocations which are on the border line between trade, industry and the medical and allied professions. I refer to the highly technical occupations somewhat loosely included under the general term "chemist." The Pharmaceutical Chemist is a person who is fully qualified under the examinations of the Pharmaceutical Society (of 17 Bloomsbury Square, London, W.C.), and he may be employed as assistant in a hospital or by a medical man, or be proprietor of or assistant in a chemist's shop. In the latter case he may, of course, be very successful, although competition is fairly severe. The professional society mentioned above has put it on record in recent years that the profession is in danger of becoming overcrowded, but, in any case, with sound qualifications, the pharmaceutical chemist should never be in any difficulty about a livelihood. If it is decided to apprentice a lad to a pharmaceutical chemist, it will save time if he studies Latin, Modern Languages, Euclid and Algebra, as a pass-standard in these

subjects is required in the preliminary examination (a list can be obtained—First or Second Class Certificate of the College of Preceptors is one of them). Usually, the boy after having been registered with the Pharmaceutical Society is apprenticed to a chemist and druggist for three or four years. He may take his Minor Examination at the age of twenty-one, the subjects including botany, chemistry, materia medica, and so on. There is, finally, a Major Examination, the successful passing of which entitles the examinee to style himself "pharmaceutical chemist." A small premium is sometimes required, especially if the apprentice-student lives in. Many chemists on the retail side extend the scope of their business by selling cameras and developing negatives for their customers, and also in other ways, and one would hazard the view that these mercantile activities are the more lucrative part of the work.

A wider field, and, in the upper reaches of the profession, a more remunerative one, is that of the industrial chemist, or the metallurgist, as he is called if he devotes himself more particularly to the heavy

industries. Here the accepted method of training involves a University degree, although practical experience *i.e.*, apprenticeship or pupillage in the laboratory of an industrial concern, with, of course, private study to supplement the practical daily experience, has often led to a successful career. But the future is more and more likely to be with the public-school university-trained scientific man. By means of University study the youth who shows exceptional ability will be able to take up a post-graduate course in order to work for a higher degree and pursue individual research work. This further advanced training is of an order quite impossible, under ordinary conditions, for a young man who is obtaining both training and experience in an industrial laboratory. It is invaluable to the man who means to be a first-class chemist. If he is going into industry afterwards it may be his only opportunity of initiating original research, unhampered by the routine of lectures and classes, on the one hand, or the claims of business, on the other. The graduate who has had some practical acquaintanceship with engineering during his

University career, and this is not impossible with the long summer vacations, will be more likely to progress rapidly when he obtains a post with a firm as industrial chemist.

The salaries that can be earned at the beginning may not be very large, about £300 is a usual figure, but the trained chemist occupies a very strong position in an industrial concern. He has special knowledge and skill, not possessed by his employers, by means of which he rapidly gains a thorough grasp of the technical side of the business, and becomes almost indispensable. (Seldom, if ever, is any one man "indispensable" to a business. That is a fact some men unwisely refuse to face, but it is so.) If, in addition to his splendid scientific equipment, he also possesses average business ability, there is scarcely any limit to the success he may attain. In a growing concern he can soon be earning a salary commensurate with the important share which he takes in the solution of the many technical problems that arise on the productive side, in their acutest form when a business is expanding rapidly. From being employed exclusively as a chemist he may

proceed to a high administrative post and eventually a directorship, and he will not lack invitations from other similar enterprises as soon as his name becomes known. If his interests, on the other hand, remain chiefly scientific, he may find scope for his energies and abilities in experimental work.

On the industrial side, as will be inferred from what I have already said, the conditions as to pay are almost entirely within the control of the chemist himself, in the sense that he will have so many opportunities to prove his value or seize his advantage. He occupies a key position, and if his natural intelligence and assiduity are as exceptional as his paper qualifications he will in a few years be able practically to dictate his terms. He will be in the happy position of having firms competing, maybe, for his services. The industrial chemist should never be in serious difficulty —personal failings apart, of course. In five years one firm alone spent nearly half a million pounds upon special research work, and in the engineering, mining, fuel, textile and many other industries as well as the chemical trade itself technical research is the order of the day.

Many chemists qualify for membership of the Institute of Chemistry (30, Russell Square, London, W.C.1) or of the Institution of Petroleum Technologists (Aldine House, Bedford Street, W.C.2.), if the chemistry of oils has become their special study. The profession, however, is not regulated in any way by its professional societies as is that of Accountancy.

I have insisted upon the advisability of University training, and parents should bear in mind that Scholarships and exhibitions can be obtained that will help materially to solve their difficulties if their child shows particular promise. Obviously only Secondary School teaching is likely to develop such indications.

I am conscious of the fact that I have so far paid a great deal of attention to the case of the lad who is gifted with those qualities that make for success in the comparatively sedentary occupations. That I should have done so is perhaps a matter of some significance, and it is true—unfortunate as it may be, the fact must be faced—that exceptional success, in its worldly sense at any rate, seems

more likely to be reached through such occupations.

The clerk of whatever kind, the advertiser, the journalist, and the chemist, all follow useful occupations, but there are other activities of the workaday world. Houses must be built, ships, machinery, furniture, all the multifarious material necessities that must be provided. All these practical crafts are of the first importance. That the advertiser should seem to be more important than the builder can be pleasing to no one but the former. Within the numerous trades that are concerned with the production of these necessities there are opportunities for most successful careers. Ignorance of the actual conditions of some of these activities, and the attitude of snobbish aloofness towards them that must be suppressed if we are to retain (or regain) our manufacturing supremacy, are responsible for the entry of many into the clerical and similar professions who would have been far more successful by starting as skilled manual workers.

Certainly in every case where the means of the parents do not permit of continued full-time education after the age of fourteen

there is much to be said for a trade as against clerical work of a nondescript character and with no definite commercial career in view; and so many young clerks have no special gifts, and no means or influence to help them.

Building, for example, under present conditions, should offer very promising openings for intelligent and handy young men. Steel and concrete have revolutionised the industry as far as large-scale work is concerned and the law of supply and demand has made domestic building a permanent source of profit for years to come. The technical side of the work is very interesting, and offers many chances for those who will equip themselves by study and experience. Boys can enter the Building trade from the Elementary School by direct apprenticeship, in which case they can, and must, if they are to rise from the ranks, study at Evening Classes all the subjects covered by the examinations of such bodies as the Concrete Institute, Institute of Builders, the Carpenters' Company and others. In London such courses are available at small fees at the Northern Polytechnic, Regent

Street Polytechnic, School of Building (which is at Brixton), and several other institutions of the kind. This course of action will enable a lad who means to do well in his trade to become successively a skilled journeyman craftsman, a craft foreman, a general foreman or clerk of works; and each rise in status means better pay and more continuous employment. Not only this, but a lad who has profited by his opportunities and shows some degree of administrative talent, may be able through his manual apprenticeship to reach a good post on the supervisory or "works account" side of a big firm of builders. As regards residential house-building many a successful builder in the trade to-day has worked his way up from the ranks, having obtained his first independent start on a comparatively small amount of capital representing personal savings. In this stage of the industry long experience and prudence are the most valuable capital.

Better still, perhaps, as an introduction to the building trade, giving a better chance, would be a period at a Junior Day Technical School of Building, to which a lad could obtain a Scholarship from the Elementary

School. These Schools are held in conjunction with most of the Polytechnics mentioned. Technical School training is most important in the Building industry. An insight is there gained into the theories upon which modern building methods are based, a branch of knowledge that is not easily obtained when one is trying to learn solely by experience. In Building it is essential for a foreman or any person having charge of a job to know not only how to do the work but also why it must be done in one particular way and perhaps in no other.

I feel convinced that Building offers scope for advancement for many years yet to come, so serious is the shortage of houses. A young man who understands the craftsmanship and manual skill employed in building and who makes himself familiar with the organisation of contracts, costing methods, book-keeping and so on—and not least with the character of the men he works with, stands a good chance when he starts "on his own." A practical man is obviously far more likely to make a success of such a venture than the old type of speculative builder, unfortunately still too common, who

comes into the industry with little capital and less technical knowledge, and frequently quits it after a few disastrous years, leaving as a legacy to the community a few terraces of jerry-built houses. If only the Technical Schools can abolish him, they will have fully justified themselves!

There is to-day no valid reason why a boy who is not conspicuously suitable for sedentary work, whose parents have the good sense to realise the fact, should not take up skilled manual work of the kind that most appeals to him. There is no need for him to go into the first job that offers itself. As mentioned, in discussing Building as a career, the educational authorities offer facilities which should be within the knowledge of every parent. They are so fully described in various attractive official pamphlets that there is no excuse for taking the line of least resistance in dealing with this question. In every district, too, there are special Advisory Committees whose duty it is to give parents help in coming to a decision.

In London the London County Council is the educational authority, and I have no

doubt that the steps which it takes to assist parents can be paralleled in the case of similar bodies in every part of the Kingdom. First of all, at the age of eleven those boys and girls who show particular promise are transferred from the ordinary Elementary Schools to what are called Central Schools, where the curriculum for the later years is specially designed to prepare the child for its after-school career. Education in these Schools can be continued beyond the age of sixteen, and Junior County Exhibitions, tenable from the age of fourteen to the time of leaving school, can be obtained where such assistance is needful. If a boy shows a particular bent for some kind of handicraft he can obtain a Trade Scholarship to one or other of the Technical Institutes maintained or assisted by the London County Council. These cover such trades as Engineering, Building, Silversmiths, Book-production, Photo-process work, Furniture, Cooking (chefs) and "Waiting." The Scholarships provide excellent technical instruction prior to actual apprenticeship to the particular trade chosen. They carry maintenance grants in cases of need which vary with the age of the holder

and the income of the parents, the maximum in the case of Junior Technical Schools being £21 a year.

Thus the boy has the chance of entering a skilled trade with a considerable store of technical knowledge. In all the trades mentioned above Evening Trade Classes are held, and the lad who wishes to make rapid progress will continue to attend Evening Classes in his subject. After two years or so of practical experience he becomes eligible for a Senior Scholarship in Technology, if he has completed a certain number of hours of study in an approved Evening Institute while engaged in his trade. If he wins a scholarship, he will be required to relinquish his employment, and for two years, with the possibility of extension, he will attend a Technical Institute of University rank, where he will receive advanced instruction related to his study and employment in Engineering, Building or other technical occupation. He will receive during this period a maintenance grant which may be as much as £160 a year.

What I have detailed above applies to almost every skilled trade in which there are

prospects of superior positions to be obtained by boys of talent who are prepared to work. The particulars may vary. In some trades the actual apprenticeship to the work begins at an earlier age. An example is the Printing Trade, where it is essential that the lad's name should be registered as a prospective apprentice in good time, it being a well protected trade by no means easy of entry. In such cases the attendance at the Technical School is during the boy's working hours, and the employers usually pay his fees and his wages whilst he attends the classes. The fullest details of all the possible forms of Scholarship and Technical training are set out in leaflets and pamphlets which can be obtained from the Education Officer, London County Council, County Hall, Westminster Bridge, S.E. There is a complete account of all Scholarships, Exhibitions and the like, published at the reasonable price of threepence, and there are besides many free brochures dealing with particular trades. It is surely both good business as well as good citizenship for parents to know what Education offers for the making of future citizens.

Just one further point about Technical education. Conscientious parents may fear that this early concentration on vocational work may dwarf the boy's mental and moral development, and so in the long run be detrimental to success. I think the danger is slight. The tendency in Technical Education to-day is more and more to include in the curriculum sufficient general education to link the specific technical subject with wider humane studies, to give the students a love for literature and the things of the mind. And in any case, I am here advocating the claims of public Technical Education more particularly in cases where the circumstances of the parents do not permit of higher education qualifying for one of the professions, or where the lad's temperament indicates the choice of manual work, and possibly an open-air occupation. In such cases it is obviously preferable to make as much use as possible of Technical Education, rather than let the boy leave an Elementary School at the age of fourteen and take his chance in the open market. The latter course is almost certain to result in his losing all but the rudiments of what mental equipment he has managed to acquire.

Where everything points to the desirability of an open-air life for a lad, the choice really lies between one of the manual occupations, such as Building, and commercial outdoor work (that of the Commercial Traveller), and Agriculture; the last virtually spells Emigration, unless there is money at hand. I do not propose to spend much time in describing the second class of occupation. For one thing, parents can seldom put their lad straight "on the road." A firm chooses its representatives generally either from those of its office staff who have shown promise during several years of employment or from those who have had practical experience with similar concerns. It is a free-lance career with tremendous possibilities, that of the Commercial Traveller, but the competition also is very keen, and success demands rare and to some extent contradictory qualities. In any case, it is an adult profession, into which many enter who ought to know they are doomed to failure. In its lower ranks it is the last resort of the inefficient, who struggle on pitifully under the handicap of the pernicious "commission only" basis, which has been the means of final ruin to

many an unfortunate man, as my experience on the Bench has shown time and again. No, the career of Commercial Traveller is one which the man himself should choose, conscious of its pitfalls, and determined to succeed in spite of them, confident in his own energy, integrity and good sense.

Nor do I propose to devote space to the discussion of Agriculture as a career in the Motherland. I have in mind all the time the case of the average family, where there is no capital available, or only a limited amount. Whatever the cause, there is no doubt as to the fact that Agriculture, still our most important industry, is in a bad way. None can hope to succeed in it who have not ample capital resources and first-class experience. As conducted by many of those who are descended from generations of farmers and land-owners, it appears by their own confession to be a means of steadily losing money. There are, of course, prosperous farmers, but both brains and capital are essential.

Therefore, with due consideration for the natural affections of fond parents, we come

to the subject of Emigration. Emigration is the prelude to a successful career for an ever-increasing number of lads, and is, of course, a matter of Imperial as well as individual importance. The facilities for Emigration to the great Overseas Dominions were never before available under such satisfactory conditions, safeguarding as far as human forethought can do so the moral and material welfare of the young adventurer. In urging parents not to shrink from the incalculable sacrifice involved in parting with a beloved child, I do not underestimate the reality of that sacrifice. Facing the dual problem of the overcrowded trades and professions here and the vast spaces and natural wealth of the Empire waiting to be developed by British men and women, the statesmen of the Motherland and the Dominion Governments now understand far more clearly the human aspects of the problem. From now onwards, parents who are courageous enough to accept the fact that, in the particular circumstances of their case, the best chance of a successful and happy career for their boy lies in Emigration, need not fear that he will go to a strange land

and be left to fend for himself without friends to help and guide him.

Amongst the careers for boys of sturdy physique and a robust, "open-air" temperament, one can now definitely give a high place to Emigration within the Empire. Granted the will to succeed in the lad himself, without which he is unlikely to achieve much either at home or abroad, no parent need consider it a matter of doubt that success will be attained. This applies mainly, almost entirely, to those lads who are prepared to go out to work on farms of one sort or another. This is practically the only kind of Emigration for men encouraged by the Dominion authorities. Agriculture is the foundational human occupation; and the Overseas Dominions are calling for those who will help to widen their national life by diminishing the acreage of untapped natural wealth. It is a mistake to suppose, as many townspeople do, that the town boy could neither endure the alleged monotony of agricultural life, nor successfully tackle its many problems. After all, the bulk of the denizens of our most markedly industrial towns are only removed a generation or

two from forbears who tilled the soil. The evidence of many actively promoted emigration schemes proves that lads from Elementary and Secondary Schools in our towns are as strongly attracted by this agricultural life as are their country cousins. Not only so. Modern methods demand trained scientific aptitude in Agriculture as in other occupations—the farmer has to be something of a chemist and very much of an engineer.

There is no need to explore exhaustively the numerous agencies, official and otherwise, that encourage constructive emigration as an integral form of Empire building. One of the most promising and interesting of those that have come under my personal notice is the " Big Brother " movement inaugurated by the Commonwealth of Australia. It concerns itself only with youths, and is thus particularly in line with the main purpose of this book. Moreover, the young emigrant, who receives his training in the land which is to be his home, is more likely to be completely happy and successful in his new life than an older man who perhaps leaves his native land

in a less buoyant and optimistic frame of mind.

Under this scheme, parties of lads willing to learn farming and to settle down in the Commonwealth are selected by representatives of the movement in this country, which has its headquarters here at Australia House (Strand, London, W.C.). On the other side a number of patriotic citizens, men of good standing and high character approved by the authorities, are organised as "Big Brothers." Each boy who goes out from the Motherland is assigned a particular Big Brother, who undertakes to meet the lad on arrival, looks after him during the first few days, sees him off by train to the farm where he is to spend his period of apprenticeship, and thereafter keeps in touch with him in every possible way. The Big Brother makes it his business to help his Little Brother, by writing to him regularly, by sending him papers and magazines, visiting him from time to time, and generally being his friend and counsellor during the first four or five years of his new life. I had the privilege of taking some share in giving the very first of these parties a good "send off" from London, and I know that

the scheme is proving a remarkable success. It is well thought out, and is governed by salutary rules which ensure that each lad shall have an independent and disinterested friend at hand during the first decisive years.

Such a scheme as this should remove the last anxiety from the minds of parents who are on all other counts convinced that the freer open-air life of the Dominions will be the making of their boy. Not only is he encouraged and protected in the way I have described, but he is from the outset in receipt of a wage in addition to his board; and the chief object in view, which is his emergence eventually as a farmer, either independently or in partnership, is never overlooked. The lad has to give his word not to smoke or to drink alcoholic beverages during his tutelage, and he puts into the savings bank a proportion of his wages, towards the purchase of tools and equipment when the time comes to start on his own. The latest information is that Canada is shortly to follow the example of Australia and adopt the Big Brother movement as part of her immigration policy.

We are only at the beginning of a period

of really constructive Empire building, which has, and increasingly will have, an important bearing upon this problem of careers for many parents. The Schools are certain to take their part in it. They have indeed begun to do so. Christ's Hospital has already inaugurated a farm training course upon its own estate at Horsham. Those boys who wish to take up farming work receive an intensive practical training as part of the school work. The School authorities are in close touch with agencies in the Overseas Dominions, and the lads are assured in this way of a good start in one or other of the Dominions when the time comes.

For those to whom parents or guardians can guarantee a small amount of capital, there are also excellent opportunities. There is the Lynford Hall scheme. Lads, chiefly from Public and Secondary Schools, undergo six months' intensive training in the main principles of agriculture, the fee for which is £100. Several of the Commonwealth Governments, Queensland being one of the most prominent, work in co-operation with this scheme. Large areas have been set aside, and the Lynford Hall students go out

to continue their training in farms grouped together in one area, so that social life is possible from the beginning. They have to bring with them at least £250 as the nucleus of working capital, and on these selected lands they are given every possible official encouragement and help. Grants are made on easy terms, and technical advice is always available. The land is occupied at a nominal rental, and the Agricultural Banks are prepared to make advances, in addition to the Government grant of sums up to a maximum of £750, for periods up to twenty-five years, repayments commencing at the end of six years.

The foregoing cannot be claimed as an exhaustive summary of the possible careers open to young men who are not attracted by or fitted for the more settled occupations in Government or municipal service or on the purely administrative side of commerce. It would be a very large book indeed which could justly make such a claim. Certain guiding suggestions have been made, which it is thought may prove helpful in indicating a particular class of occupation which would be suitable. Once that is decided upon, how-

ever tentatively, it is not difficult for those concerned to accumulate definite information, and to enquire into actual opportunities that may offer themselves.

If there is one point which I could wish in this last paragraph to emphasise, it is that if actual circumstances seem to point to one of the skilled manual occupations (especially if the lad's temperament is strongly practical and active), it is folly to go against the plain signals. There is not the least need to suppose, as I believe many anxious parents do, that manual labour rules out all possibility of "success." If there is one thing that is nearly certain to preclude making a success of life it is to force an active type of youth into ordinary unskilled sedentary work. He will be caged from the beginning, doomed to mediocrity. By all means let such a boy follow his true bent. If he does nothing beyond becoming a first-rate man at his trade he is sure of a foremanship, or some such post, and can earn much more than an unskilled clerk or warehouseman. If it is in him to make a "success," in the ordinary narrow sense of the word, he will find his opportunity through his practical gifts, not

by stultifying them. Both from the national and the individual point of view, it will be to our advantage to break down the Victorian prejudices and lines of division in the matter of what constitutes the respectable vocation. There are, as I have more than once suggested, many kinds of "success," but even to the success that means power and wealth there are divers paths, each particularly suitable for particular cases. There is no arterial road to success, or life would be dull indeed.

Opportunities for Girls VII

NOT so many years ago, it seems to men of my generation, it would have been difficult to say much as to careers for girls. They were permitted to cook and to clean, but not to wait at the more formal meals. They were permitted to serve other women with clothes, hats, boots, and the like, withering silently — unless rapidly rescued by marriage—in shops of sober respectability, until they faded quite away. They were permitted to be nurses. (Thanks mainly to the dominating personality of Miss Florence Nightingale, the nursing profession has from the outset been largely governed by women, greatly to our advantage in its efficiency, although it is still grossly underpaid—a tribute to the sainthood of woman and nowise to the wisdom of man !)

But, beyond this, there was nothing. The one career for a woman was marriage. The home, broadly speaking, bounded her horizon from birth through girlhood, wifehood, and motherhood, until death. There were always exceptional women, who carved roads for themselves by sheer force of character. But they were for the most part pioneers, eccentrics, rebels, disliked and feared by the majority of their sisters as by conventional men.

To-day, all this is changed. Woman is free, and every year in greater numbers women compete with men in nearly every conceivable sphere of activity, not excepting the politest and most exclusive of what were once masculine professions. The war, of course, hastened the process; but it did no more than hasten it. It was an inevitable process, and the social effects of the change are by no means yet fully realised. One effect that concerns us here is the problem that faces the modern parent as regards the future of the daughters of the family. Formerly the one anxiety was to see them safely and happily married. Parents are still just as anxious to see this happy triumph achieved,

but it is the daughter who more frequently is the contriver of her own fate. The parents, so to speak, hold the field, and with their best endeavours cope with youthful impetuosity, and see that some element of wisdom enters into the ardours of the chase. No longer does the fond mother scheme ingenuously to attract "nice" young men to view the modest maiden in her native haunts. The maiden herself, with a freedom that is essentially wholesome, although some of the older generation find it hard to understand, makes her own friends and brings them home—troops of them, at times!

To compensate for the altered balance of power in the marrying business, parents of to-day have wide choice in selecting careers for their daughters; and, indeed, the economic pressure of the higher standard of living, on the one hand, and the active independent outlook of the girls themselves, on the other, make it necessary for them to be so trained as to be enabled to earn their own living.

Although pessimists sometimes talk as if marriage and motherhood were things of the past, the fact of marriage profoundly differentiates the problem of careers for girls from

that which must be met in the case of their brothers. A young, intelligent, and above all an attractive-looking girl can find any number of positions which will give her a small wage, some leisure, and more freedom. As the girls are constantly leaving these positions after five or six years' experience, in order to get married, there is a constant demand for younger girls to fill their places.

True, many of the girls must inevitably remain unmarried, owing to the disparity in the relative numbers of the sexes, yet the difficulty still remains that the conditions in most of the occupations into which women enter continue to be governed by the assumption that they want rather "pin money" than the progressive salary incident to a permanent career. The employer sometimes finds sound reasons for accepting this standpoint, traditional rather than conscious. It implies lower salaries and definite halts in the rate of increase at earlier stages than in the case of men. This is particularly so, and must be so, in trades or industries which by their nature cannot well employ women in positions of responsibility.

The difficulty for parents—which it is

not, perhaps, customary to confess openly, but it is none the less real—is that they obviously cannot know whether their daughter is likely, either by fate or by choice, to remain unmarried. Marriage, we know, is a perpetual source of surprise to the onlookers. The quietest fillies, to use a racecourse analogy, are often first past the post. Therefore, the emphatic advice one would give to the modern parent in regard to the finding of a suitable vocation for a girl is to avoid, as far as possible, the "blind alley" occupation. It may be easy; it may be pleasant, involving perhaps the wearing and the handling of pretty things in artistic surroundings or the cheerful bustle of office life; but if it is likely to bring the girl to a dead-end as regards salary and promotion in the mid-twenties it is to be avoided. When she has ceased to be a girl she may not wish to be married; and no thoughtful parent would wish her to be forced into marriage as a means of escape from a poorly paid and prospectless occupation.

It is only right to warn parents, if their own observation has not led them to draw the same conclusion for themselves, that a

good deal of office work comes under this category. A new factor is tending to increase it, namely the growing use in the modern office of electrically-propelled mechanism. Not only the checking of calculations and the listing and adding of columns of figures, but all kinds of accountancy and statistical work are now performed by machinery. These wonderful instruments are generally operated by girls who have received a special training. Thus a sharp division is likely to be maintained between those whose only duty is the speedy operation of these machines, continually repeating the same mechanical operation hour after hour, day after day, and those—chiefly men—who handle original documents, authorise payments, control policy, and, in fact, conduct the entire intellectual and constructive side of the business. Girls who have been trained for this repetitive work earn fairly good money, but it soon reaches its maximum, and practically the only post to which they can aspire is that of woman supervisor of such work, and there are not many such posts available.

The system, if it is a system and not

largely custom, of lower pay for girls and women applies everywhere, practically the only exception, in occupations where men and women work side by side, being in the case of the office "machine-minding" to which I have just referred. A very rapid manipulator of a calculating machine can earn £3, or more, per week, although she may be only sixteen or seventeen years of age. An office clerk (male) at this age is lucky if he is getting twenty-five shillings a week, but in the former case the £3 or more is a maximum, while in the latter there is no limit to what his salary may eventually become. Strictly speaking, perhaps, the working of one of these calculators should not be likened to machine-minding. It is not so simple and purely mechanical as the control of an adding or book-keeping machine, and demands considerable skill and power of concentration. The facts as to pay, however, are as stated. In general it is unfortunately true enough that lower pay for women is the rule. It is difficult to prophesy what would happen if the gospel of "equal pay for equal work" ever received practical support. As a principle it inspires ready sympathy, but it

seems at least arguable that, if it were strictly applied, it would have the effect of driving women completely out of many trades. Certainly it would be so in ordinary commercial offices.

Under existing conditions and with no prospect of an essential change in the immediate future, there are many interesting and promising careers open to girls, in some of which masculine competition is non-existent. There are the assured careers, mainly in the teaching profession and in the Civil Service. Many girls are so obviously, and happily, destined for the married state that their parents need not very seriously consider an alternative vocation as a permanency. It should be borne in mind that in these two callings resignation upon marriage is the rule. It is probable that there are cases in which its strict application entails hardship, and possibly in cases of extreme hardship some authorities defer its enforcement awhile.

The teaching profession permits the greater range of advancement. There are still many thousands of uncertificated teachers, of both sexes, in Elementary Schools, and also many non-graduate teachers in Secondary Schools,

so that the girl who is fully qualified for one or the other type of educational work is never likely to find it difficult to enter the profession, and to make good progress within it. I have already discussed the conditions and status of those who follow this calling in considering it as a career for young men, and most of what I have said applies also to young women. For them the salaries offered are quite satisfactory, and pensions are, of course, also provided. A woman teacher in an elementary school would start at a salary of £180 a year in a Scale IV School, and would be receiving £261 at the end of ten years' service. The maximum for a Head Mistress in a London Elementary school of the highest Grade would be £486. Again, in London Secondary schools a woman who is a graduate of a University would start at £264 a year, and would be receiving £372 at the end of ten years. The corresponding salaries in the provinces are about £50 less, and for non-graduates about £100 less in London and £120 less in the provinces. A Head-ship may be worth well over £900 a year.

These particulars are sufficient to indicate

the excellent monetary prospects for girls who enter the teaching profession with the intention of qualifying themselves fully, and this implies a willingness to devote much of their leisure to study for several years. The profession offers a career of social value, with the certainty of receiving at least five pounds a week after ten years service in the Elementary school, and more, of course, in Secondary and other special types of school. Pension rights are, in effect, an addition to this minimum. There is nothing better than this for women in commerce with anything like equal security of tenure.

In the Civil Service posts for Girl Clerks, Writing Assistants, Typists and Shorthand-Typists in the various departments are available. These offer salary with cost-of-living bonus on scales roughly equal or slightly above those obtaining in large commercial houses for a similar class of work. In all these cases appointments must be relinquished upon marriage. The greatest number of vacancies for girls are to be found in the Post Office. In the higher grades of work salaries may reach as much as £400 a year, but for Telegraphists in London the

maximum would appear to be forty-eight shillings a week, plus the bonus which at the present rates presumably means an addition of about sixty-five per cent to this figure. All things considered, I think it may be taken as certain that teaching offers much greater inducements to the intelligent young woman, from a financial point of view and as affording a career of real human interest.

There are other occupations for girls which might be described as assured, but the numbers absorbed therein are quite small and they are therefore not considered in any detail. There are, for instance, the various branches of Nursing, to which I have already alluded. This is emphatically a profession of service and sacrifice, into which no girl should be permitted to enter who does not understand the hard and exhausting nature of much of the work. It is scarcely a career for the ambitious, except for those whose ambition is for opportunities of service. The positions where salaries are at all commensurate with the value of the work are few in number. Matrons in charge of large Hospitals, or of the technical side of first-class Nursing Homes, and Inspectors of Nursing under local

authorities are well-paid officials. Nursing conditions generally are better than they were before the war, but the pay is still far from adequate for services whose value it would be difficult to overestimate. In a large Hospital, after three or four years of training, a Nurse will probably receive from £50 to £90 a year. Nursing Sisters with special qualifications will draw anything from £120 to £200 or more. The foregoing figures are exclusive of board and lodging. Payment in small Hospitals and Infirmaries are on a somewhat lower scale.

There is, of course, private nursing, which in a good locality may prove fairly remunerative, and which is perhaps less tiring. If capital is available and the great responsibility is not feared, a Nursing Home, well managed and favourably regarded by the local doctors, can be very profitable. There is a Professional Union of Trained Nurses, with offices at 62, Oxford Street, London, W. 1.

All the large hospitals are compelled by force of circumstances to draw upon every possible source of income, and so their work is carried out with the utmost economy of effort and expenditure. Arising

partly out of this necessity is the growing importance of the post of almoner, which is extremely suitable to the educated young woman. The duties are varied and responsible. They include the interviewing of out-patients at the hospital and in their homes, the assessment of their ability to contribute towards the cost of treatment, the " following-up " of the medical treatment recommended, and other administrative duties. This is clearly work that demands tact, judgment, discrimination and sympathy, and also some knowledge of hygiene. The almoner must be fully informed as to municipal and other regulations concerning relief, and, above all, must know how to win the confidence of patients.

Here is an occupation that is of professional status, entry into which should not be sought until the early twenties. There is a special course of training, lasting two years, the fees for which are moderate, but of course maintenance during that period has to be added. It is a career worthy of consideration by a young woman who is desirous of finding some work of undoubted service to the community, but who may feel herself not

quite suited for practical nursing. Salaries are progressive, beginning at about £200 for a fully-qualified Almoner. There is a society devoted to the interests of the profession, the Institute of Hospital Almoners (at 296, Vauxhall Bridge Road, London).

In Banking and Insurance and the larger business houses there are positions open to women. As far as the Banks and purely commercial firms are concerned I do not think the chances are particularly good, except in special cases, because, as has been pointed out, the tendency is to restrict the employment of girls to routine work. Secretarial work under a sympathetic chief may sometimes lead to something better, or a girl may gain special qualifications that make her particularly valuable to a firm—but here we are getting rather far away from the sphere of " safety first " posts.

The growth of institutional life, residential clubs, colleges, and the like has resulted in the definite enhancement of the status of domestic science, and offers many pleasant opportunities to properly qualified young women. I refer to the higher grade posts for which practical knowledge of this kind

is necessary. Such institutions as the Battersea Polytechnic and the School of Cookery in Buckingham Palace Road give excellent specialised training, and there are also three-year courses for University Students at some of the Universities, including the University of London.

The necessary qualifications having been acquired, they should prove useful in many ways. There is a growing demand for teachers of domestic science in schools, both under the various Education Authorities, in Elementary and Secondary Schools, and in private schools and boarding schools. Apart from teaching and lecturing, however, there are practical posts in connection with boarding schools and residential colleges which would appeal to young women possessing exceptional aptitude for household management. The matron of a first-class school or a College Bursar holds a position of considerable responsibility, having in her charge the health and comfort of the pupils or students, and also the supervision and welfare of the household staff. The same wide practical knowledge can be utilised in many other directions,—in the management of clubs,

hotels, boarding houses, blocks of service flats, students' hostels and similar establishments. If the course of training does not include it, one would recommend, as an important element of success in many of these posts, a good working knowledge of the keeping of accounts.

There are, again, posts under local authorities which afford assurance of steady progress. A girl can, for example, study to qualify as a Sanitary Inspector. The duties are of a varied and by no means uninteresting nature. She will have to inspect laundries, restaurants, dressmaking and other workshops and generally investigate sanitary and working conditions wherever women are employed in her district. Particulars of the technical knowledge required could be obtained from the Royal Sanitary Institute (offices at 90, Buckingham Palace Road, London, S.W.). The Women Sanitary Inspectors and Health Visitors Association safeguards the interests of women in these positions, and would also no doubt give any desired information (from 92, Victoria Street, London, S.W.).

In connection with the larger industrial

concerns there is a limited number of posts for women welfare workers which are of a semi-permanent nature. The industrial welfare movement, which developed during the war, is still one of promise rather than achievement, but it is likely to make more rapid progress as soon as industry begins to recover from present difficulties. The work is likely to appeal to a well-educated young woman who is a good organiser and knows how to win the confidence of the workers. (Write to Industrial Welfare Society, 51, Palace Street, London, S.W.1, or to the Institute of Industrial Welfare Workers, 65, Belgrave Road, London, S.W.1.)

There are few professions that are not now open to women, although it is too soon to say what degree of success they will meet with in some of them, seeing that the process of entry is still in its earliest stages. The first woman solicitor and the first woman barrister were admitted into practice as recently as 1922; and in other professions—such as, for example, engineering—women have gained no more than a footing. However, there is no doubt that for parents who can, with or without State help, give their daughters a

good educational start these professions offer some excellent opportunities.

The architect's profession is freely open to women ; it is not " closed," as accountancy virtually is, for one can practise privately as an architect without specific licence or qualification, although few would think of doing so. The chief authority for this profession is the Royal Institute of British Architects (offices at 9, Conduit Street, London, W. 1), which publishes an official brochure upon the normal course for its diplomas. While it is doubtful whether women will ever seriously compete with men in this dignified but somewhat exacting and precarious calling, there seems no reason why they should not make their distinctive contribution towards the artistic and practical problems of domestic architecture in the designing of the small house or block of flats. Many of the great municipal authorities and other public bodies offer prizes for the selected designs for new public buildings. As soon as a woman architect succeeds in securing the first place in one of these open competitions, I have no doubt there will be a great access of women to the

profession, more confidence in their qualifications, and an increased demand for their services.

That there is already a recognised sphere for women as physicians and surgeons is well known. In hospitals for women and children, and in private practice, women doctors have for many years been extremely popular and successful. As far as one can judge, the profession at present tends to be rather overcrowded, and this probably affects women candidates for public appointments even more than men. For women as for men, the whole issue as to success or failure in any profession turns upon the extent of real aptitude for its practice, and also upon their capacity, financial or temperamental, for "hanging on" while waiting for a start. A few days ago I heard of the case of a young woman who had been fully qualified as a doctor nearly three years. She applied for posts up and down the country, but with no success. She was wise enough to employ the time in obtaining extra qualifications and experience by doing unpaid or only nominally salaried work at various hospitals. She has been rewarded for her perseverance

by obtaining an appointment as Assistant Medical Officer of Health to a large town in the South of England, in competition with scores of other candidates. She is now far more highly qualified than most doctors, of either sex. She has won her fine position with its splendid prospects for the future by her capacity for hard work and her refusal to give up hope.

A scientific calling for which women are eminently suitable and in which, so far, demand seems to exceed supply is that of radiography. A girl who is debarred by circumstances from taking the long and expensive course of training for medicine and surgery would find this work most congenial, as it obviously links her with some of the most interesting aspects of curative work. The course of training is comparatively short. Eight months suffice for mastery of the X-ray apparatus, the taking of radiograms, the uses to which the rays are put, the necessary recording of results, and assistance with patients. Tuition can be had at Guy's Hospital and King's College Hospital, in London, and the fees are not heavy. The salaries offered by hospitals for women

radiographers are not high, but they compare very favourably, for instance, with nursing, where training and probation take so much longer.

Women are entering with considerable success into every phase of public and political life, and from study of their achievements one can safely assume that there will be no lack of opportunity for them in the legal profession now that the barriers have been removed. In eloquence and quickness of wit they are at least the equal of men. One can be very sure that Shakespeare's Portia was drawn from life; the skill with which she handled her "case" did not die with her. There are many cases that come before our Courts in which it is obviously desirable for a woman to be advocate, just as women upon the Bench and on juries can render special services in particular instances. It is only fair to say that report has it that some of the pioneer women barristers have matched themselves most successfully against their male confrères, in cases where nothing but profound legal knowledge could have gained the day.

I need not explore further the possibilities

for young women in the professions, because in practically every case the long period of training and the fees and expenses incidental to its completion put the professions beyond the reach of the great majority. As I have suggested elsewhere, it is desirable that such barriers, for both men and women, should be removed in all cases where there is clear evidence of a decided vocation, and, of course, it is already true that some considerable assistance can be obtained by scholarships and grants from the State and from other sources. In those cases where the talent exists and is recognised, parents will not be slow to find out for themselves exactly what degree of financial aid can be expected. In any case, however, even where such difficulties are smoothed away, I should not class the professions with the "assured" careers. Brilliant abilities will generally lead to brilliant success, but the failures in the learned professions, the briefless barristers and the commission-less architects, are many and tragic.

Let us retrace our steps for a few moments, and consider the parent with no capital resources who has the interests of a young

daughter at heart. She is, we will suppose, about fourteen years of age, and still at an Elementary or Central School. Although she is an intelligent, cheerful, willing girl, she is not precisely intellectual, and is not likely to be able to fight her way up into one of the higher professions by her own unaided efforts in examinations. She is not of the Civil Service "type," nor particularly attracted to teaching as a lifelong vocation.

If it is thought that her best chance is to obtain a thorough training in some kind of practical occupation, there are ample opportunities for this, if the parents live in or near a big town with the usual educational facilities. In London, and no doubt in the other principal centres of population, the number of subjects upon which technical instruction can be obtained is very large. For girls there are in Day Technical Schools classes for instruction in Cookery, Domestic Service, Dressmaking, Embroidery, Waistcoat Making, Upholstery, Corset Making, Lingerie, Millinery, Ladies' Tailoring, Laundry, Photography and several other subjects. As in the case of boys, Trade Scholarships can be obtained from Elementary Schools, which confer the benefits

of free technical (and general) education upon the recipients, and also maintenance grants where required.

In these and other directions skilled training can be obtained. If the aim is to obtain for the girl a position in a shop, there is still no reason why some appropriate training should not be obtained first ; there are classes which give the rudiments of retail salesmanship. Gone for ever are the days of *laissez faire* in the choice of a career. Parents who send their children unprepared into any sort of job that offers are really guilty of almost criminal negligence. They are not acting either as good citizens or as good parents, for it is surely the duty of citizens to make the fullest practical use of the various public services that exist to help them, and, by this means, to strengthen the body politic.

The technical training which a girl has had will make it much easier for her to obtain employment. In fact, the Technical School will almost certainly be able to find her her first post, as many of the big firms will only accept pupils from an approved Technical School. She will probably obtain a position with a high-class firm, and she will move

more rapidly through the initiatory stages and the sooner be accepted as a fully-trained economically adult worker, with pay on an adult scale. From that point she will make whatever progress her skill and willingness, aided by good luck and an intelligent sensing of opportunity, entitle her to, having received from her parents and teachers the best start in life that could be given her. Her success will thenceforward depend upon herself. Most of her colleagues will have received much the same technical grounding, but that does not mean that they will all go forward at the same rate. General character and intelligence tell in the most technical of occupations. The famous painter (the story is generally told of Opie) who was asked by a tiresome visitor with what ingredient he mixed his paints, replied, tersely: "Brains, sir." The girl who threads her needle or mixes her starch or develops her photographic negatives with brains will soon be at the top of her profession, whatever it may be.

Apart from the various trades naturally "manned" by women, entry into which can be made most advantageously in the way have just described, through the Day

Technical Schools, there are, for women perhaps more than for men, all kinds of minor avenues to an independent livelihood. Their discovery is often the result of chance, perhaps from association with a friend, or due to an idea inspired by a newspaper article or advertisement read in an idle moment. It is no uncommon phenomenon for a well educated woman, perhaps after a moderately successful period of study at a University, to be without any definite plan of action. She has, it may be, been assisted by parents to the very best possible education, with no particular aim in view, but with the comforting thought that there will certainly be no difficulty in finding a position at a good salary when the time comes. The time does come, but events prove to be quite otherwise. Employers show themselves alarmingly indifferent to academic distinction, and perhaps there is about the applicant just a suspicion of, shall we say, self-confidence, and the Oxford accent, which does not incline the employer to make what he quite naturally regards as the experiment of giving a chance to an entirely inexperienced person of the awkward age of twenty-two or twenty-

three. In such a dilemma women seem to be more adaptable than men, and from evidence that has reached me it appears that many women are making a good living in some highly specialised business, contrary to all their preconceived ideas of a career.

One would think that it does not really need a High School or University education to make a success of the small hat shop, or tea-room, or antique salon, but the fact remains that the more highly educated person can do simple things better, even from the business point of view. For example, many a hardworking girl is an exquisite cook, and could make a success on the production side of a tea-shop, specialising in home-made cakes, scones and candies. But when it comes to organisation, to economical buying, to tasteful decoration and distinctive service, to effective advertising, the High School girl leaves her far behind. Of course, I do not mean to suggest that the High School girl always possesses this particular kind of talent, and the Technical School girl never, but the former tends to have the wider vision, as she certainly should, as a result of her continued education. When, as sometimes

happens, the well-educated girl is also a practical genius, making cakes by sheer inspiration as well as does the technically trained girl by strict adherence to rule and precedent—well, her success is not surprising.

There is in London a young lady who is still in her middle twenties. She received the benefits of a University education, and is by inclination interested in literature and the arts. By inheritance, she became possessed some years ago of an interest in a business, of an extremely prosaic nature, that was universally famous sixty years ago, but has since declined to a shadow of its former importance. To the intense surprise of her friends this young lady decided to take it up. By her family holding she had herself appointed managing director to the company, and she is actively engaged in reviving its fallen fortunes. Whether it will ever be as universally known as it was in Victorian days (when it was mentioned familiarly in more than one novel of the day), I do not know, but I understand that the business is definitely on the upgrade, and simple peasants in remote Germany and Czecho-slovakia are using its products daily, entirely as a result of her well-applied energies.

Whatever progress is finally made will be entirely the result of her personality, for the business a few years ago was to all intents and purposes defunct, with no capital, practically no sales—nothing but the doubtful goodwill of its remote renown.

Feminine taste in matters of design and colour has its commercial value, and at least one well-known furnishing firm owes a great deal of its present reputation to a woman expert behind the scenes. There are, especially in the West End of London, a number of women who are consulting specialists in matters of domestic furnishing and decoration, some of whom will also undertake the actual work of redecoration. Here is an occupation that needs practically no capital. Whatever training is required can be obtained at small expense by attendance at municipal classes in the appropriate arts and crafts. The rest is a matter of giving satisfaction and thus gradually acquiring a reputation. An outcome of this remunerative work which has come to my knowledge is a unique form of house-property speculation. The idea is to buy an ordinary suburban house of not very recent date, equip it with

all the latest labour-saving fittings, decorate it in charming fashion in accordance with a well-thought out scheme, and then sell it again. This is, it is admitted, speculation, and not to be recommended to any but the most clear-headed women. In certain parts of London, however, oldish houses are undergoing a process of social rehabilitation. Whenever they fall empty the fortunate owners are able to sell them at a good margin of profit, and the new tenant is invariably a person of much higher social standing than the former occupier. In this way whole streets in such inner suburbs as Chelsea, for instance, are changing their status, and it is in such districts that the speculative dealer-decorator has a promising field for the exercise of judgment and taste.

There is practically no end to the number of occupations, some of them exceedingly novel, which intelligent young women are creating for themselves. Poultry farming by two or three in co-operation is not particularly novel, but it is a highly skilled business for which women appear to be well fitted. There is no doubt that such rural or semi-rural enterprises can be more

easily worked to-day with the aid of the cash-on-delivery postal system. The breeding of pet dogs, the care of sick animals or their board while owners are from home, the breeding of angora rabbits for the sake of the skins, pig-farming—these are some of the open-air vocations that women are successfully following to-day. Before starting out on any such venture, the great point is to be sure of a market. Neglect of this aspect of the work will certainly lead to disaster, however thorough the technical skill that is brought to it.

Most of these outdoor occupations demand proper training, and where the aspiration is towards an independent career, perhaps in partnership with a friend, it is practical wisdom to obtain experience first of all in employment of the same nature. In every part of the country the necessary technical training can be found in Agricultural Colleges, Technical Schools, and special institutions such as the excellent Swanley Horticultural College. The training completed, there comes the question of the next step, which should, as a rule, be a subordinate position in some established farm or estate. According to a

recent authoritative statement there should be no difficulty in obtaining such employment. There is a society devoted to the interests of women in open-air work, the Women's Farm and Garden Association (address, 29, Park Road, London, N.W. 1), and an official of this body has recently put on record the fact that it has difficulty in finding applicants for posts as dairy women, stock workers, and trained gardeners. There are many pitfalls for the inexperienced in the breeding of animals for profit, and in farming, flower and fruit production, that can only be avoided by practical work under competent supervision. If mistakes are to be made, it is better to make them under conditions which give every chance of their being at once detected and remedied. This is especially important where the amount of available capital for independent practice is strictly limited, as a disastrous first season may easily exhaust the novice's resources and thus lead to irretrievable failure.

Then there is a whole class of social positions as to which I am not qualified to speak with any certainty, but for which a demand exists, as anyone with the slightest

knowledge of contemporary society can see. I refer to dancing instructors, dancing partners, hotel and boarding-house "hosts" and entertainment organisers, secretaries and organisers of social and other clubs, professional housekeepers to good-class boarding schools, holiday tour organisers, and so on. There are women specially fitted for each of these highly individual callings. Some of them parents may regard as of doubtful desirability, as for example dancing. But, surely, dancing is so universal a recreation, and in itself so entirely legitimate and indeed beneficial, that there is no reason why a girl, who is exceptionally graceful and skilful, should not impart some of her grace and skill to others, at a fee.

I have already mentioned photography. Modern photography is both a science and an art, and many girls are particularly well fitted for its exploitation. The first essential is apprenticeship to a well-known practitioner, supplemented by study at Technical Classes. A young woman who is fond of children, and of whom children are fond, is likely to do very well as soon as she can start independently

or in partnership and specialise in child portraiture.

In these days of great shops there is ample opportunity for women as saleswomen, departmental managers, and buyers. The girl who has thoroughly qualified in some of the handicrafts already mentioned will have no difficulty in obtaining employment in one of these palatial establishments, and, once there, she can rise to positions of responsibility, with salaries in proportion. It is a career for the talents, and a girl who is really gifted with taste and foresight is bound to do well.

There are any number of other methods of earning a livehood where personality and special knowledge are the first requisites, that are peculiarly suitable for women, although they do not perhaps come within the scope of this book, in so far as they are mainly applicable to women who have graduated from other occupations and use the knowledge they have acquired from previous experience. A woman who develops exceptional skill at tailoring or blouse and jumper designing, and has become known to people in the trade, can with comparatively little capital set up in business for herself.

She knows the trade from the inside, and thus can buy material to good advantage. She has good taste, and can "cut out" with economy and unerring judgment. These are qualities with a definite market value, and if she has the requisite energy and self-confidence to "sell" her ability she is likely to prosper. Such a business as supplying "ready mades" to wholesale houses and direct to the big stores and private customers can quite easily be run from a suburban house, by means of the telephone, one or two travellers, and a staff of home-workers to make up the garments.

In a similar way a girl whose work brings her into contact with the publicity side of feminine industries—drapery, furs, jewellery, and so on—may find that she has special ability for writing advertisement copy, and perhaps also in preparing drawings, and choosing type for "display" advertisements. Here again is an individual talent that may lend itself quite well to free-lance work.

Among other even more specialised professions is one very attractive pursuit, which has been mentioned quite recently by Mrs. Stanley Baldwin as providing a

possible opening for women, that of "treasure tinker." This clearly demands expert knowledge of antiques and *objets d'art* and of what constitutes value in such things. Inexpert restoration might well reduce value to zero, but in skilful hands a tastefully and cunningly "doctored" old book can be increased tenfold in value as the result of a little expenditure of glue and paste—and brains.

Sometimes, when a girl has very definite tastes and hobbies, an occupation that enables her to cultivate and pursue them is preferable to a better-paid but far less congenial calling. To a studious, literary girl, for instance, the duties of a librarian may make a very decided appeal. Frankly, the prospects are not such as would justify hopes of a high salary. There are, of course, "plums" in the profession,—big City Libraries whose directors have substantial four-figure salaries,—but in the main these positions go to men. However, for a girl of the type I have in mind, who does not desire the rough and tumble of commercial work and is keenly interested in books and their readers, it is undoubtedly the fitting

calling. It is not, however, suitable to the girl who must earn a full livelihood at once, and the earnings for the first few years are likely to be modest and insufficient to support a girl who lives away from home. The essential requisites are a sound education, preferably including some knowledge of the language and literature of at least one other country, an amount of general knowledge above the average, and special training. There are courses of study in connection with the University of London, and also, no doubt, at other universities, but all the relevant information can be obtained from the Library Association (Buckingham Palace Road, London, S.W.). I would emphasise that Librarianship for girls is a profession affording more pleasure (to the particular type of girl) than profit, but to anyone who likes to live among books and to be in touch with the reading public, to help and to advise them, it can be recommended.

Women are entering more and more intimately into every phase of social activity, and there is consequently an ever-increasing number of journals wholly or partly devoted to their expanding interests. The woman

journalist, therefore, is bound to be in demand. Quite apart from work on the daily papers, all of which have their own women's page, there are weekly and monthly periodicals and trade papers which specialise in providing information, comment and criticism upon matters of exclusive feminine interest. There is no royal road to success in journalism. A woman of good education and address who has the gift of vivid and fluent composition will generally gravitate into the profession without any need for special guidance, although, of course, there are schools of journalism which may help in giving command of some of the tricks of the trade. The University of London has established a Diploma in Journalism, which is an excellent academic qualification.

I think it is true to say that there are more organised efforts being made to-day to place girls and young women happily and prosperously in suitable callings than ever before, and more work of this kind is done for them than for men. This is not strange, for the economic and social changes of the last two decades have made women more conscious both of their power as con-

tributors to the world's productive wealth and of their duty to each other. As a consequence there have come into existence powerful and efficient societies whose sole aim is to help women to fit themselves for skilled work of every appropriate kind and then to assist them to secure adequately remunerative posts. Some of these I have already mentioned in the course of this chapter, but for general information upon these and many other possible opportunities for girls and young women the Society for Promoting the Employment of Women (at 251, Brompton Road, London, S.W. 3), or the Central Employment Bureau and Students' Careers Association (at 54, Russell Square, London, W.C.), would no doubt give much valuable guidance to those interested.

Without having done much more than touch the fringe of a very big subject, I think I have said enough to suggest to parents and others that there is no lack of varied opportunity for young women in the modern world. Former prejudices against women in business are rapidly disappearing, war experiences having proved their capacity in many unexpected directions. There are

so many ways in which they can gain a living without direct competition with men. Although marriage is a notable disturber of careers, there are numerous instances where both husband and wife contribute to the world's work and to the household funds. And, of course, the bachelor girl, earning her own independent livelihood and enjoying the respect and esteem of us all, is a permanent feature of contemporary life.

What of the Future? *VIII*

IN the course of a good many hours devoted to the consideration of some of the problems that become insistent "on leaving school," one cannot avoid a certain amount of speculation about the future. Just as the question of careers for boys and girls leaving school carries with it other fundamental questionings about the purposes and methods of the schools themselves, so there also arise at the other end of the chain of thought such questions as these—what kind of world will they hand over to their children ; and can we, as parents and guardians, do more to ensure that it shall be a happier place for young and old ?

No one can fail to see that the great changes in social life that have taken place since the twentieth century opened (so

inauspiciously for Great Britain, it seemed at the time) are but the prelude to changes perhaps even more rapid and marked. The social effects of international broadcasting, for instance, are only just beginning to show themselves. If it is developed in the future as wisely as its record so far suggests it will be, it can safely be reckoned as a great civilising influence—and that such an influence is needed cannot be doubted. Already it has relieved the most desolate and sparsely populated country districts from the intellectual and artistic isolation of former days, and in this way it may possibly play an important part in stemming the flow of youthful energy from the country-side where it is so sorely needed into the already over-crowded towns.

In its international aspects, wireless transmission, whether for entertainment or instruction, can and probably will do more to draw the civilised peoples of the world together than any consciously directed attempts at fostering friendship and understanding can ever hope to achieve. It will not be long before the perfection of the instruments used, with a consequent greater

certainty and clearness in tuning-in to distant places, will make the intelligent youth desire to pierce the veil of language which then will be the only obstruction preventing him from being as familiar with the thoughts and feelings of other lands as he may be with that of his own writers and thinkers. While the one art that is already capable of passing every frontier—music—will spread its humanising influence from continent to continent.

We are, at the moment, far behind America in the educative use made of radio. There it is used, for example, by practically all the Universities in transmitting lessons. Study by means of lectures so given is recognised as forming a legitimate part of the work of some Universities, and is counted with other time given to the subjects of a course towards the desired academic degree. There is obviously something to be said for the organisation, in certain conditions, of adult education on these lines. I imagine that in the near future something of this kind may be done in this country. Those who now travel long distances after their day's work to attend University Tutorial

Classes or study-groups arranged by the Workers' Educational Association and kindred bodies will be able in the quiet of their homes to listen to authoritative lectures and to helpful elucidations of problems propounded in their text-books. In conjunction with a well planned series of correspondence courses, many curricula of University studies would in this way be available for part-time students.

Here, in the still partly undeveloped marvels of wireless transmission, is one factor that will assist in re-shaping the world of to-morrow. It will be disappointing in the extreme if the general standard of education, the desire for the best in art and literature, and the normal attitude of each of us towards the life of peoples now considered "foreign" have not all been lifted to a higher plane. It will be part of the mission of radio to bridge the gulfs in thought and understanding between the nations, even as other great discoveries are doing much, and will shortly do more, to bring distant places of the earth physically nearer to us. There is a similar gulf between the dwellers in town and country,

and here already we can see this process at work.

We live in times that are fruitful of ideals and ideas, and in some respects the latter bid fair to advance the former more rapidly by the mere incidental effects of their logical development than could ever have been hoped for from the unaided efforts of the idealists. Some of the noblest thinkers of the ages have dreamed of a peaceful world, and many well-meaning but unpractical people have used strange means in their endeavours to work towards that ideal. Now, looking ahead, it seems as though the scientific ideas of a Marconi may be largely instrumental in bringing about that firm understanding that will soon, let us hope, turn the foreigner of to-day into the friend of to-morrow.

A contributory cause to this desirable end will be the continuance of the process of reducing the circumference of the globe that has been going on ever more rapidly since Stephenson and Trevithick began to investigate the propellent powers of steam. The inspired fancies of Jules Verne are now merely sober fact; and he would be a slow

traveller who could not encircle the earth in very much less than Verne's eighty days. The citizen of the day after to-morrow will live in what we should regard as a veritable fairyland of travel. If he is so inclined, the shores of the Black Sea or the upland valleys and gorges of the Rocky Mountains will become familiar holiday ground, as accessible to him as the Alps or the Pyrenees are to us to-day. Or if he prefers to spend his leisure in places less remote from the centres of civilisation, he will be able to be in Prague or Rome as swiftly as at the present time, by train and boat, in Paris or Brussels.

There are, I know, those who consider that the practical use of the aeroplane and airship is likely to be more limited than enthusiasts imagine. I think their view is wrong. It is true that there remains a large number of problems to be faced and difficulties to be overcome before world travel by air can be brought into the sphere of daily usage. A good way, however, of estimating the probable future progress of air travel is to look back and see how far we have already come; and this we can all readily do, as the whole record of the

conquest of the air can be claimed as the outstanding achievement of this twentieth century of ours.

Less than twenty years ago the doubters and pessimists could glance with good-humoured depreciation at the efforts of the Wright brothers, Bleriot, Farman, Cecil Rolls and the many other pioneers. They could smile tolerantly when they read of the early triumphs of the ungainly and uncertain fledglings. But when Bleriot, with no preliminary blare of trumpets, quietly flew across the Channel, all had to acknowledge that history had been made. That feat, in itself no more remarkable than other achievements by other experimenters, changed the whole aspect of the problem. Those who had the privilege of being present at the historic gathering that fêted Bleriot in London are not likely to forget the excitement and enthusiasm. We all realised that Aviation had now to be reckoned with as a practical contribution to world progress. The imagination of the civilised world had been quickened to an unusual degree, and the hopes of the apostles of the new science were speedily being realised.

We stand now at the most critical phase of the second stage of aerial development, which is the attempt to bring Aviation into the service of mankind as a universal means of speedy and safe travel. Long distance flights are already to the credit of pilots of almost every nation, and the technical difficulties that remain to be overcome are likely to be the easier of solution as a result of the experience gained in these attempts. Every year since the conclusion of the War has seen great strides made in the application of enormously enhanced lifting power and speed so as to satisfy the needs of civil aviation. Passenger machines far larger and heavier than anything previously considered feasible are in actual daily use all over the continent of Europe and in America. As I write these words the luxurious air-liners that are to serve the Cairo-Karachi Imperial Air-route have made their first official journeys, with the personal co-operation of the Air Minister, Sir Samuel Hoare, and Lady Maud Hoare. The results of this, the most ambitious enterprise so far in the history of British Aviation, will be watched with intense interest, more especially as it is

to be the forerunner of more extensive services. If the service proves reliable and punctual, and if it is supported by the commercial and travelling public, we can be certain that an Empire-wide extension of established air communications is only a matter of time and organisation.

The success of these efforts of recent years to make civil aviation something more truly useful to the ordinary traveller than merely a means of saving time on the journey to be wasted in some gay city, depends, of course, not alone upon technical victories already won. Obviously, however completely the problems of stability, power, speed and size are solved, there still remains for British Aviation the equally vital matter of safe and practicable routes from the Motherland to the far-away Dominions. These will have to be surveyed, equipped and provisioned with the utmost care. Much preliminary work of this character has already been carried out by the man who has made history during 1926 by his great flight from London to Australia and back again.

Sir Alan Cobham, to whom of course I

refer, has made what is probably the greatest individual contribution to the necessary task of rendering Aviation safe for the world. He has realised that what is required almost as much as scientific and mechanical perfection and an ample margin of safety is public interest, encouragement, and support, which alone can stimulate the commercial vitality of Aviation. He himself has told us of his early realisation of the urgent need for active propaganda on behalf of civil aviation; how he resigned from the Royal Air Force and threw all his resources into personal flight demonstrations at popular centres. Later on his interests were more seriously aroused and he began to devote himself to preparations for the wonderful series of long-distance flights with which his name is now always likely to be associated. His first successes did not arouse very much general interest, but his latest and greatest performance brought him the reward of popular hero-worship which was really the cumulative effect of several years of untiring effort. His triumphant return from his eventful journey and his spectacular landing on the waters of the Thames occasioned a wonderful

demonstration of enthusiasm. The seal has been set upon his work by the honour of knighthood bestowed upon him, and by the recently announced award to him of its Annual Gold Medal by the International Aeronautic Federation.

My own interest in Aviation and in Sir Alan Cobham's share in its development is great, and I am—I hope pardonably—proud of the honour of having been associated by name with the "Sir Charles Wakefield Flight to Australia and back."

Both as a pilot and as a propagandist, and it is no disparagement of his professional skill to emphasise the latter, Sir Alan Cobham has rendered unique services to Aviation within the British Empire. If the next generation of Englishmen has a regular system of Imperial Air Services available, without stint or hesitation, as the recognised method of travel over long distances, particularly where time is of the essence of the contract, much of the credit will be due to Sir Alan Cobham. Indeed, I have dwelt upon the development of Aviation, and Sir Alan's share therein, mainly because I feel sure that the value of his practical

demonstrations of what air mastery means will be more clearly realised by the succeeding generation.

This new world to which our grandchildren will be heirs will be one in which isolation, spiritual or physical, has been virtually abolished, except as a voluntary act on the part of an individual. Dwellers in the burning desert or humanity's outposts in arctic lands will be able at any hour to receive entertainment or instruction from the great centres of civilisation. If television has by that time realised the claims that are already being made for it, they may even be able in some fashion to see the operatic or dramatic performance to which they are listening, as it is being performed in some world-famous theatre. As for physical isolation, that also will be a matter of individual choice, for it will certainly no longer be a matter of necessity. When India has been brought within seven days of London, and Australia within fifteen—and these times are quite within the bounds of probability—we shall no longer feel the departure of intimate friends to permanent residence overseas as the complete sundering

of human relationships that it now seems. To-day when it takes three months to get a reply to pathetic attempts to keep in touch with friends so distant, for simple folk cannot afford or do not understand cablegrams, one can sympathise with the hopeless loneliness that darkens the old age of many good people whose children have emigrated to the Antipodes. Rapid, cheap and universal communication of all kinds in the coming days will mitigate these inevitable hardships.

It is fascinating to think out the application of universal air travel to civilised life as we know it. How will the traveller of the future go about things? Presumably there will be no going out into the distant and draughty suburban aerodromes before a start can be made. The official view, recently disclosed, seems to be that the longest journeys will eventually be made by giant airships, not by heavier-than-air machines. That view comes with something of a shock to many who are interested in Aviation, but it must be presumed that, behind the scenes, great progress has been made with the dirigible all-metal airship, and that it is now far more controllable under every kind

of weather than anything of the kind that has yet been seen. Therefore, to the boy of 1957, let us say, the long pencil-like outline of these great sky-ships will be a familiar sight. He will see them daily, slanting gradually and gently down to the Central Air Station, with its mooring-masts, and long roof-platform partly covered by a wonderful dome of steel and glass. They will not be so remotely marvellous to him as the sight and renown of the R33 to the boy of our own day. Very likely he will have been taken by his parents on a holiday trip in one of them, to Cairo or to Canada. Certainly he will know plenty of people who make regular use of them, and he will know just how the Constantinople Air Express " slips " its twenty-seater aeroplanes for Paris and Vienna, without pausing in its flight, and how rapidly and smoothly customs formalities at the frontier-masts are effected. (It is perhaps too wild a hope to believe that customs barriers may have been abolished by a wiser world !) In fact, all the details of the principal services and of the engineering features of the machines will be just as interesting to him, and on

more, as the running schedules of express trains were to the boy of yesterday and the technical intricacies of motor-cars and wireless are to our sons and nephews to-day.

In addition to the trans-oceanic and other long-distance routes there will doubtless be a network of air services within Europe and in other continental areas. These will be provided by large and powerful aeroplanes, and many of the shorter routes will be covered by special services run in conjunction with the more important airship arrivals. (To those who think all this fantastic and unpractical, I would mention that already, in the year of grace 1927, the fares for aeroplane services in one European country are about equal to and sometimes less than first-class rail fares.)

At present we cannot divest ourselves of a flagrantly adventurous and incurably rash mentality in respect of aviation. We take flights, and, greatly daring, tell our wives about it afterwards. This attitude of mind will soon completely disappear, and the sooner the better. There will be thousands of privately-owned aeroplanes. The sportsman and the man-about-town, the com-

mercial man and the explorer (always supposing there is any part of the earth left to be explored) will all be users of the light aeroplane. This will be something simple and durable, speedy, and of "waist-coat-pocket size." Its forerunner is already known to us, and on sale, I believe, in Bond Street. It will, very likely, be capable of road use also, able to take the air from any smooth stretch without more than single-handed adjustment. The business man of the day will live at Bournemouth or Frinton, fly in on his working days as far as some point in the outer suburbs, and then, coming to earth, taxi speedily along the motor way to a central garage.

One could expand indefinitely this outline of civilised England a generation or so hence. If we are correct in estimating from present experience an even increased rate of progress in material discoveries and their practical adoption, the changes will, in sum total, be very striking to a person who is of advanced age in the nineteen-sixties and who has a long and retentive memory. The towns and cities, we can foreshadow, will be entirely transformed. There will be a hard, dense

core of business offices and storehouses, hotels, theatres and public places of assembly, colleges, museums, and great quadrangles of flats and chambers, most of them with central restaurant facilities. Surrounding this, instead of our drab nineteenth century suburbs, there will be a wider area of the better-spaced, better-designed small detached houses that are already beginning to spring up. London will no doubt stretch from Brighton to Bedford, and from Ramsgate to Reading; but, although much of the solitary charm of parts of the Home Counties as we know them may have been lost, the gain on balance, in the disappearance of slums actual and potential, will be great indeed.

I think it not unlikely that Central London may have its great sky-scrapers, not perhaps as huge as those in contemporary New York, but let us hope, at least as grand architecturally. As townspeople become more and more dwellers in flats, the economic advantages of the largest possible blocks become overwhelming. I think, too, that actual manufacturing processes will be entirely excluded from the mid-twentieth century city. The effect of increased land values

is already beginning to have that effect. London is developing industrial outer suburbs, like Hayes, in Middlesex, and no doubt the cheapening of electrical power, the development of rational town-planning, and the growing desire of workers to live in pleasant surroundings near to their work will tend towards the ruralising of industry. It is much to be hoped that this development will be watched with care, lest new slums stain the countryside in these new manufacturing areas.

In the country, the present process of the gradual destruction of the squirearchy will have gone steadily on. There will still be the houses and estates of wealthy men, but the "great house" and its influence will be almost forgotten, and such old-type mansions as still survive materially may be country clubs, convalescent homes, artistic colonies, places where town and country-folk can meet for social intercourse, for the enjoyment of music and dancing, and, possibly, for lecture courses and group study. We must hope, although the signs and portents are painfully absent to-day, that there will have been a wonderful revival in agriculture, in the form

of intensive, scientific farming, with the most modern tools and plant, and co-operative buying and marketing. Enormously improved rail and road travel, education better technically (without neglect of the humanities), the reduction of the actual physical drudgery of farm life to a minimum, and the provision of many new activities and interests—all these will help to make the rural England of a happier to-morrow once more a "merrie England," prosperous, contented, and alive.

About the country as a whole there will be an atmosphere of cleanliness, courage, and enterprise—the truly British qualities carried into every phase of the national life, the full creative power of the race exercised not only in times of great emergency but applied also to all its daily problems.

It may be thought that these speculative reflections have taken us rather far from the main theme of the foregoing chapters, but I hope it will appear that there is, after all, some relevancy in them. The signs of change, however, are already apparent. The opportunities of life are increasing every day. Historians tell us of the limited outlook of

the English peasant of a few hundred years ago, who, in his entire lifetime, would not meet more than a hundred different people. To-day the whole world is shrunken. Time and space are seemingly more within our control. What happens in one part of the globe intimately concerns every other part. Industry and commerce are taking new forms. We move more freely and live more fully. Boys and girls of to-day thus stand upon the threshold of a future whose wonderful possibilities we are only beginning dimly to realise.

In order to link up again with the general scheme I have been working upon, we must remind ourselves, first, that this fuller social life that I have very roughly outlined must be based upon an economic system of some kind. By working back from the material developments I have foreshadowed we may be able to see what their commercial basis is likely to be, and to deduce therefrom the tasks that will face the coming generation. If there is any significance in the trend of things in the past century, surely it is that the ideal of our industrial civilisation, the chief thing of value which it can give to

humanity on the material plane, is the replacement of hard, degrading, physical toil in almost every department of life by power mechanically applied. This process is unmistakably in operation even now, and nothing but a violent interruption of its development, the shattering, in fact, of the whole social system, can prevent its being carried to its logical issue. Man, having first invented, then having partly lost control of, and again having finally mastered the machine, will have survived the crucial test of this latest of humanity's strivings towards an ideal civilisation.

There is nothing fundamentally improbable or fantastic in the developments I have been suggesting. On the contrary, they seem to me to be inevitable, although I do not intend my time-estimate to be taken too literally. Their economic background will most certainly involve a much higher general standard of living. Poorly paid, unskilled labour will have almost entirely disappeared. In any event, the complex industrially grown-up society of that day will have been forced to revise our present crude and tentative definitions of what constitutes the fair reward

for labour, because a highly industrialised community must have a high purchasing power if it is to survive. There must be the maximum consumption in each home market. The productivity of the machine age is rapidly becoming so tremendous that the system will become unworkable if the demand cannot also be increased in somewhat similar proportion. The beginnings of this process can be seen in the United States of America to-day, where the general standard of living, the average effective purchasing power of the mass of the people, is higher than it is, as yet, anywhere in Europe. If our mechanical civilisation is to march towards its legitimate goal, the reward of labour may be made to depend not on some idea of individual merit or individual output but must also mount with the mounting potentiality of the system as a whole, so that its products may be absorbed. Its ultimate goal, the complete satisfaction of all material needs, may one day actually be reached, and then the wisdom of mankind will be taxed to devise a means of stabilising those conditions and turning the surplus energies of men and women more and more into other and more spiritual paths.

Far though we are at the moment from any such triumph over the materially productive powers that we first create and then have to contend with for the mastery, we can return from the contemplation of a machine-age Utopia with some quite useful lessons. Assuming the soundness of our prevision, we find, for example, confirmation of our instinctive desire to give our children the best possible education. The growth of large scale industries, controlled by corporations more and more impersonal and powerful, is clearly the immediate stage of development, and the best hope of a career within its ever-widening field of influence is to have had a first-class general education and to crown that with irreproachable technical skill of one kind or another. No parent who looks intelligently to the future can ever be satisfied with less than this for his children. If he finds it cannot be obtained within the existing framework of national education his voice will be added to the volume of criticism and suggestion that is forcing us to re-shape our whole educational system.

Another general conclusion for which, I

think, we may find support in this glimpse into the future is that the motive which will most powerfully sway the keen business man or productive worker of to-morrow will not be primarily a profit-making urge. Whatever the disadvantages and dangers to individual freedom of the era of "big business," it will undoubtedly help to pave the way for this change of emphasis. I believe that the system of production upon a profit basis is essential and will continue to function, because it corresponds most closely in the field of human economic endeavour with nature's habit of trial and error. It is the safest method of checking and controlling useful production, but the method itself sometimes needs control, and the growth in importance and difficulty of the technical problems of modern industry, and the diminution of one-man control, will provide the occasion for that new orientation of the spirit in which the business of to-morrow will be conducted. The tasks will be bigger, and the men who face them will find their chief interest in the task itself rather than its pecuniary result.

One aim of education, therefore, should be

to impress young people with a sense of the real pleasure to be found in difficult work for its own sake. That sense is, I believe, innate in all children, but it frequently does not survive their upbringing. There is no cant about this joy of work. Anyone who has spent laborious days grappling with some problem of organisation or some scientific or mechanical puzzle connected with practical life knows the joy of working at 200 pounds to the square inch. The determination to solve the difficulty, the concentration of needle-wits and clear steady thought upon its details, the grim preoccupation of the man of action for once upon the defensive—up against it, as the phrase has it—constitute enjoyment, exasperation, and exhaustion. The exasperation seems very real at the time, and the exhaustion, which shows itself in reaction when the knotty point has been cleared up, is also quite genuine. But the continuous and permanent emotion is pleasurable, the splendid feeling of tackling something that calls out all one's reserve powers.

Men are thinking more and more of the tasks that confront them, and less consciously of "what they will get out of it." Of this

I am sure; and success in the modern world is becoming very largely a matter of attaining to a position of responsibility. For the securing and retaining of such a post, with its control of large groups of men and women and of their harmonious and productive employment, is the highest tribute to human efficiency that a commercial society affords. The profit-maker and profit-taker will tend to disappear as an individual factor in favour of the impersonal shareholder. The kings of commerce of the future will no doubt control considerable wealth, but it will be as a comparatively incidental result of outstanding organising genius. The first century of industrial civilisation witnessed the aggregation of many immense revenues by sheer good fortune. Men rose to unheard of wealth almost by accident as frequently as by the exercise of their talents. That phase of industry is passing, and the world is becoming the arena of the men of character, ability, and, above all, special knowledge. Wealth will come in abundance to those who can create wealth for others. The skill and probity that inspire confidence and goodwill in colleagues and subordinates are

themselves the reward of industry. For those whose talent for the "engineering of men" falls short of genius, industry to-day and to-morrow can offer boundless opportunities, with salaries ample for all ordinary comforts and luxuries—but for them as for all the partners in industry, "the job's the thing."

Another important point which emerges from this survey of the delectable land of to-morrow is the increasing necessity for vocational guidance. With an ever narrowing field in which untrained energy can be profitably employed, vocational advice and preparation becomes the essential spear-head of a good general education. There is to-day the beginnings of a science of industrial psychology (I intend nothing derogatory to industrial psychologists by that—the science may be complete in theory, for aught I know to the contrary, but it is only now beginning to be applied). It is directed not to the callous calculation of how much can be extracted from labour for the benefit of employers, but to the careful study of the human side of industry in the interests of the health and well-being of the worker, and

also to the discovery and practice of a method of guiding the boy or girl in the vital matter of choice of livelihood. It is impossible to say how soon this latter part of its mission will be generally systematised. It is as yet frankly experimental, but it is already being tested in relation to education, and elaborate trial of it is at the moment being made in certain London Elementary Schools. Before long no doubt it will be widely employed by the State in the endeavour to avoid the waste and suffering that are occasioned for thousands of young people by unsuitable employment.

The experiments to which I have referred cover a selected group of 600 boys and girls who have been specially examined and tested by expert psychologists, with the approval and co-operation of the educational authorities. These tests comprise the following :—

Intelligence (classification of)
Vocabulary
Performance Tests
Manual Dexterity
Mechanical Ability (for boys)
Dressmaking Test (for girls)
Spelling and Arithmetic
Temperament.

and are followed by consultation with the teacher and school medical officer. In each case a report has been drawn up suggesting what is considered to be the most suitable occupation for the child, and also suggesting the alternative type of occupation. Before this has been completed visits have been paid to the home and the matter discussed with the parents. The final report has been submitted to the School Conference, and it has been found that in about 80 per cent of instances the recommendation of the psychologist has been approved by the Conference. The test is to be followed up during three years by enquiry at regular intervals into the actual industrial history of each child. At the same time observation will be kept upon the occupational experience of another 600 children who have received only the usual advice from the school authorities. The comparison between the two groups will enable a definite conclusion to be reached as to the practical use of skilled vocational guidance.

As far as England is concerned, this is the extent to which vocational guidance has been adopted. The interim reports of these experiments suggest that they will meet with

the success for which their authors hope, and in that case there is every probability that before long vocational guidance will be embodied in the work of our schools. There is, in the meantime, a society which exists to perfect the study of this new science and to advocate its practical use, and no doubt any parent who is interested could obtain assistance and advice from its Secretary at National Institute of Industrial Psychology, (329, High Holborn, W.C.1.).

The last point which I wish to make arising out of this excursion into the future is one of great hope. We are all of us, may be, suffering still from a reaction after the tragic losses and subsequent disillusionment of the Great War, and our present economic difficulties make it hard for us to realise that there will again be days of expansion, when the sun of prosperity will shine upon us. Over a century ago there must have been the same widespread feeling of depression, with much the same solid occasion for it, after the long strain of the Napoleonic wars, in which Great Britain bore so heavy a burden for many years, until Wellington broke the spell and released Europe from military

bondage. Yet, looking back over a century of unparalleled social and economic improvement, we can see how remarkable was the awakening when it did come. Even so, one concludes, there will again be a great forward movement in all departments of national endeavour, and in this the youth of to-day and to-morrow is destined to play a great part.

The youth of to-day is destined to play a great part! Here one must pause to ask that Youth may be given its chance. For, although brilliant and energetic young people can do great things, there are definite limits to the power they can grasp in the commercial world, if their advent is not welcomed by some of those already "at the top." If one asks what it is that most of all hinders the development of British industry along what are surely the inevitable lines of "large-scale production," the answer seems to be that, speaking generally, the directive power in this country is not young enough, not resilient enough, to move willingly in this direction. We seem to be better at large-scale financial organisation than on the practical, industrial side; and that, I think, is because while financial genius is the flower

of the mature mind and is retained for many years, the practical genius that creates a new industry, or re-shapes the technical processes of an old one, is essentially one of youth. For financial success caution, tradition, and long-headedness are some of the essentials, and these are traits characteristic of our people in middle age. For the active and successful control of giant industrial undertakings technical skill and daring allied to youthful energy of brain and muscle are absolutely necessary. The pace is "hot," the requisite absence of prejudice and willingness to scrap ruthlessly all that is not full-per-cent efficiency appertain more to youth than to the later years.

I do not want, at this juncture, to be considered as framing an "indictment" of the methods of British industrial management. The subject is a vast one, and the differences that are to be found between methods in this country and elsewhere are to some extent inevitable when one considers that we have been the world's industrial pioneers and have to some extent suffered the fate of pioneers, in that others have built upon the basis of our experience. At

the same time there are many prominent men in commercial life to-day who say very definitely, and with the weight of high position in the business world, that what is wanted is "new blood in industry." I believe that to be true. I believe that we want new courage and longer vision to revive British industry under the new conditions, and for these we must look to Youth, for these we must be willing to smooth the way for Youth.

Mr. St. Loe Strachey, in his interesting first novel (let us hope it will not be his last) has a striking passage upon Youth which I will quote, as being very much to my point. "It is not Age," he says, "but Youth, which is the time for hardihood of thought, for the long arduous exploration of the zealous mind, and for the energetic setting up of the great ladders of logic with rung upon rung of syllogisms—ladders by which you mean to reach the skies and storm heaven itself. Why will not Youth understand that it is in possession of the thinking period of life? It imagines that Age is full of wisdom and is always devolving great ideas as well as great schemes and, in a word, making full use of the experience to which it has attained.

Nothing could be more untrue. With very few exceptions, Age is resting upon its oars and letting the impulse which it has given to the boat by previous strokes carry it on as far as it will."

The world itself is young, throbbing with power which man has yet to release, and it is Youth which must find the key which will open the way for humanity to enter upon its full heritage. It is the mission of parents, pastors and teachers to arm Youth for the work that lies before it, so that it may usefully expend its full energy upon its task, but Youth must go alone upon the path itself. When, in its turn, it has expended its fund of original creative genius, Youth must be ready to hand the torch on once more to yet another generation. From age to age, Youth is the builder, Age the guardian and preserver.

And so I would end this book, conscious of its limitations, but hopeful that it may contain some measure of suggestion and guidance which will be helpful to young men and women or to those who are themselves, although no longer young, concerned as parents or guardians with the duty of advising those who are upon the threshold of life.

However novel the conditions of the changing world, the old truths still stand, a beacon light for us all. However brilliant the vista it offers, it is still wrong to seize an opportunity if it means casting aside a principle. However dazzling the prize, it is worthless and will prove itself so if the winning of it loses self-respect.

The world of to-day is recognising the rights of Youth, and on every hand agencies are ready to help, to guide, and to instruct. And this is wisdom, for whatever the one generation gives in service to Youth will be repaid by that which succeeds it. But for Youth the truth still holds good that, under God, all that is inspiring and worth while in life must come from within. Take and use whatever help is proffered in good faith; learn every moment of every day in the schools both of thought and experience; but see that the inner light burns brightly. Trust your own original ideas, and do not fear the thoughtless scorn of others when they prove less good in actual practice than they seemed in the crucible of your mind. It is much braver to act upon your own initiative and fail, than to be content always

to follow the lead of others. And you will not always fail.

Emerson once wrote, "In every work of genius we recognise our own rejected thoughts: they come back to us with a certain alienated majesty. Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impression with good-humoured inflexibility then most when the whole cry of voices is on the other side. Else, to-morrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another."

That is a thought for Youth. For those to whom, as parents and guardians, is entrusted high responsibility in directing Youth's first footsteps along the way of life, these words perhaps most fittingly may summarise the message of this book:—

"They do their Maker wrong,
Who, in the pride of age,
Cry down youth's heritage,
And all the eager throng
Of thoughts and plans and schemes,
With which the young brain teems."

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