

## EDITORIAL

THE Editor recently spent two nights in Oxford. At breakfast one morning two young men sat at his table, and a conversation took place concerning the spirit that should animate education. At the moment of going to press a letter has arrived from one of them, a Squadron Leader in the Royal Air Force. The following is an extract, which seems to the Editor likely to be of interest to readers:

“. . . I only regret we could not have stayed longer to discuss such vital subjects. . . . I see so much of the stark tragedy of war that I wish more people could find pleasure in an appreciation of the Arts.

“It is easy to live on an operational squadron and understand how unimportant are many of the world’s material gifts. I have lost nearly all my friends and seen the sorrow on the face of remaining wives and parents. That is the price of war. I am convinced that we need a new spirit and an education which trains people to think for themselves. Then perhaps there will be hope for the future. . . .”

The Editor understands that this point of view is very widely held amongst thoughtful young men in the different Services. Is it not the duty of statesmen and educationalists to take full account of it?

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