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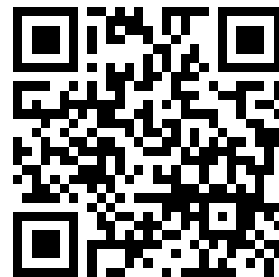
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(By order).

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OUR CONTRIBUTORS.

Sir Michael Sadler, who writes on "My First School," needs no introduction to our readers. His article is the first of a series in which eminent men and women will give an account of their schooldays.

Mr. Peter Quennell is a scholar of Balliol, having gone up to Oxford from Berkhamsted School last October. He has written verse of unusual quality, and his contributions to this issue reveal him as a scholar and draughtsman who is by no means ordinary in the range and character of his perception.

Mr. Owen Oliver, who writes on "Literature Friezes," is the well-known writer of short stories.

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THE EDUCATION·OUTLOOK

AND EDUCATIONAL TIMES

JANUARY, 1924.

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The New "Outlook."

Previous announcements will have prepared our readers for the change of name which appears on this first issue of THE EDUCATION OUTLOOK. Reason for the change is to be found in the human weakness for abbreviated titles and descriptions. This has led to growing inconvenience, especially since THE EDUCATIONAL TIMES became more widely known than it used to be. Our distinguished weekly contemporary, appearing for some fourteen years past under the impressive title of "*The Times—Educational Supplement*," has become known on the lips of men as "*The Educational Times*." It has thus usurped, all unwittingly, the title borne by this magazine for three-quarters of a century. We make no complaint, but we have thought it well to launch our seventy-sixth volume under a new flag, hoping thereby to avoid confusion. Our old flag will remain as a reminder to ourselves and our readers of a long and worthy connection with educational journalism and with the College of Preceptors, the first of all efforts to organize teaching on a professional basis. THE EDUCATION OUTLOOK is wholly independent of parties and sections. It is not the organ of any association or body of teachers. It claims the right to be always as interesting as possible, and even to be frivolous on occasion, while steadily maintaining the importance of education in our national life.

The Election and Education.

Before the election all the parties declared their intention of developing our system of education to the utmost. As to what this "utmost" may be we are not fully informed, nor does it seem likely that we shall have the opportunity of learning from any practical experience, since none of the parties obtained a clear majority. In these circumstances each party may feel itself justified in keeping the utmost well out of sight. There is the present duty of making the measures of 1918 and 1921 into realities, and this is a task which will test the sincerity and strength of any party in the State. At the time of writing it seems to be probable that the Labour Party may be called to take office, and it will be interesting to learn how far the Labour programme of education can be carried into effect without rousing the opposition of the fathers and mothers of working-class families. Many of these have no inclination whatever to keep their sons and daughters at school beyond the age of fourteen. Even free schooling and maintenance grants will not seem to them to offer adequate inducements for the sacrifice of the present earnings of their children. The fact may be deplored, but it is obstinate nevertheless.

An Administrative Reform.

Whatever may be the educational policy of the next Government, it is to be hoped that the President of the Board will make lighter for himself and his colleagues the yoke of the Treasury. It is beyond all sound constitutional practice that a department such as the Board of Education should be driven to use devices which resemble those of a shady attorney. Even if it were demonstrated in detail that all the economies now being enforced by Treasury edict were strictly legal they would still retain an unpleasant flavour of sharp practice. For the most part they are made possible only because in the Act of 1918 the Board reserved wide discretionary powers. This was done with the intention of maintaining the greatest possible elasticity in administration and with the aim of bringing backward Authorities into line. Under the orders of their financial masters the Board are now finding themselves compelled to use their powers to curb progressive Authorities, and to seek by every possible means to whittle down the benefits of the Superannuation Act and of the Standard Scales. Worst of all, they are driven to discourage the employment of qualified teachers and to look on supinely while their efforts to solve the recurrent problems of shortage are rendered useless.

Problems of Recruiting.

Some hundreds of young teachers who left the training colleges in July last are still seeking vainly for posts. This single fact will do more to impede the future supply of teachers than can be countered by several years of administrative effort. All these disappointed ones have friends and acquaintances who are gaining the impression that teaching is not an attractive thing for a youngster who has to earn money. They see that it involves a prolonged stay at a secondary school, followed by a college course of from two to four years, with a considerable drain upon the family funds, and that after all the qualified teacher may be kept out of work for months while unqualified persons are obtaining posts with comparative ease. Not all the attractions of hypothetical standard scales or problematical pensions will serve to counterbalance the effect of the visible hardships which are endured by the young teachers who cannot obtain posts. Many of these are seeking other occupations and some are emigrating. Each has cost the public funds at least a hundred pounds, spent for the express purpose of preparing a teacher for our schools. Yet economy demands that the money shall be thrown away and that any development of our educational system in the near future shall be made impossible for lack of the teachers whom we now choose to send adrift.

Socialism in Education.

In some quarters the fear is expressed that a Labour Government will proceed at once to apply in its full rigour the doctrine of the nationalization of all the means of production and distribution. There is little likelihood of this stupendous feat being accomplished in England, nor is it regarded as practicable by any save a few members of the Labour Party itself, and those less weighty than vocal. There is some danger that a Government which is committed to the view that State control of everything will bring the millennium may display scant regard for the services which independent schools can render to the community. Many who belong to the Labour Party, and some others besides, cherish the notion that if children of all classes attended State elementary schools social barriers would presently cease to exist. Certainly if all parents were compelled to send their children to public elementary schools we should witness something like a revolution among the middle and upper classes, so urgent would be their demand that the schools should be improved in equipment and the classes reduced in size. But these improvements would not go far towards breaking down distinctions of class. This cannot be done by mechanical means, nor with any great speed. It will be brought about by the gradual extension of educational opportunity of every kind, and in this process the independent schools should play an important part.

The Salaries Question.

It is greatly to be regretted that this heading has to continue on the bill of fare of all our educational journals. The first Burnham Committee has met, and we are told that certain preliminary decisions have been made. Among these the most important that has been made public is the decision against extending the representation of teachers beyond the present boundary. The sectional organizations which represent on the one hand the men teachers who are opposed to the principle of "equal pay," and on the other hand the women teachers who have espoused the principle and are advocating it with great pertinacity, are both refused direct representation on the committee. Both bodies will be allowed to submit evidence, however, and this indicates a noteworthy change in the character of the Burnham Committee. Originally it was understood to be a body of negotiators, formed for the purpose of making a bargain which would be final when reached, and would, moreover, be accepted by everybody concerned, including the Board of Education. Events have shown that this conception of the committee's purpose was wrong. A bargain was made, but it was not a final one, nor was it accepted by all parties. Now the committee is apparently to carry out an enquiry and to hear witnesses after the fashion of the Departmental Committees, with the difference that the witnesses will be few in number and will tell the committee nothing that it does not know already. Equal pay is hardly a question to be discussed solely in relation to teaching work.

Roads to Success.

Outside a much advertised war-time specific, which consisted of grey books instead of the old-fashioned grey powder, we in England are not over prone to adopt rapid methods of acquiring what our American cousins call "pep" or "zip." It is rare to find in a London office the mantelpiece adorned with the legend: "Say it and Go," or even the milder remonstrance: "If you are on vacation I am not." As a New Year offering we submit the following, quoted by the *New Republic* of New York, under the title "Are you a Failure? Cheer Up!" It is an extract from an advertising booklet of the Institute of Business Success, 305, East Garfield Boulevard, Chicago, and reads thus:—

"Lesson 2, Exercise No. 6.—Pin enclosed card on wall so that word 'Success' is on an exact level with your eyes when you are standing. Stand erect six feet directly in front of card. Place palm of right hand lightly against the back of your head. Bring same hand quickly over the top of your head, continuing movement until your arm is outstretched with the index finger pointing at the word 'Success.' Each time this movement is completed, repeat these words firmly: 'Success is Mine.' Continue exercise for five minutes. . . ."

"Do not permit yourself to fall asleep while practising as it is not desirable."

THE CONQUESTS OF PEACE.

(FROM THE FRENCH OF ANDRE CHENIER.)

*Fling from their lofty pedestals
Those spoilers of a thousand lands
That compass your proud city walls;
They came with blood upon their hands
Fresh from the reeking sacrifice,
And stained with tears of blinded eyes.*

*Fall at the feet of nobler men
Who bear the cup of Liberty,
Who make the slave a citizen,
And reap where deserts used to be.
Purged of vain self themselves they give
That lowlier men may laugh and live.*

*Grant them no cavalier applause
Who curb with health, whose ruling rods
Are freedom and ennobling laws;
Their names are numbered with the gods
Who mould with loving hand and word
A nation from a nameless herd.*

PERCY HASELDEN.

MY FIRST SCHOOL.

BY SIR MICHAEL SADLER, K.C.S.I.

Fifty-two years ago it was a long journey from the West Riding to Winchester. But by starting early one could make it in the day. I was ten years old when my parents sent me nearly two hundred and fifty miles to my first school, and I became to all intent a Wykehamist. They had taken great pains in deciding where I should go. Their plan was that I should try for a scholarship at Winchester. They sent me therefore to the care of the Rev. James Baker, whose preparatory school was at Winchester on the slope of the downs which rise to the north of the city. For a boy bred in Yorkshire it was like being sent into a far country. Coal-pits, linen factories, rattling with looms and bright at dusk, the lonely moors between Penistone and the Peak, Robin Hood's Valley of the Dearne, had been my portion. And now I passed into a gentler and greener England where instead of the tramp of colliers' clogs in the dark mornings I heard distant Cathedral bells. The speech I heard was a different English, different in accent, in tune and in colour of phrase. They laughed at my short a's. I felt self-conscious and ashamed. Class distinctions were stronger. The shops more luxurious. In ways which I felt but did not define, I was under the pressure of a social order less primitive and more polite than that which I had known in the West Riding; different in its way of showing kindness; fuller of English history; not so vigorous but much more cultivated; less aggressive, but to a sensitive boy subtly more formidable; the England of Miss Thackeray and Mr. Keble, instead of the England of Charlotte Brontë and the followers of John Wesley. Till I went to Winchester I had only seen soldiers once, when they clanked in from Sheffield to keep order in a strike. But at Winchester there were barracks, and uniforms in the street, and a grave old Colonel who knew the world; and once we cheered the Rifle Brigade as they marched in with black tunics and yellow faces just back from Ashanti. Through the army Winchester was aware of the world overseas. Horizons were wider; horizons of travel and horizons of history. It had never occurred to me before that such a one as I might be sent, when I grew up, to Africa or India and yet have in England the stakes of home. And when on Saints' days I saw in the Cathedral choir the box in which Canute's bones were supposed to lie, I felt, as I had never felt in our industrial Yorkshire, the long unbroken pedigree of English life. We in Yorkshire grew up indeed among ancient things. Old Tup came with the mummers and frightened us joyfully at Christmas; Boggart House had faint ghostly terrors for us as we passed it on the lonely road; and at Bradley's farm near the stepping stones at Langsett they buried furtively under the lintel of the byre a dead calf to keep off bad luck. In our part of the West Riding things were either rather new or else immemorably old. At Winchester the links in the long chain of English history were complete. The invisible chain weighed on me. Sadly I watched the white steam of the trains going Northward on the South-Western Railway. My consolation was on the downs. The chalk and flints seemed foreign after the millstone-grit of our long walks at home. But on the downs one was alone, back in lonely places as on the Yorkshire moors, and free

from the intimidating authority of the South country social life. All this of course I never put into words. But I felt it none the less.

Mr. Baker was a Wykehamist; no ordinary Wykehamist, but Founder's kin. In him the Winchester of Warden Barter was incarnate. Liberalism he loathed. A brave, trenchant man, he defied Liberalism in its high places. We heard of him preaching fiercely from the pulpit in chapel (he was one of the College Chaplains) against reforms then popular with many of the great and wise. Pamphlin in the High Street printed for him pamphlets defending King Charles the First. He thought Cromwell a murderer and (himself austere as a Puritan though with a different austerity) the Puritans bloodguilty men. Years later, when I read "John Inglesant," I saw in my first schoolmaster something of the temper of Little Gidding. To a boy like me, who a few years before had run like a wild thing to cheer two wooden Liberal candidates at a Parliamentary election for the Riding and who, lying on the hearthrug before his grandfather's fire, had heard biblical Chartism talked over with white-haired men from the loom and John Bright's speeches read aloud by moderator-lamplight, it was a revelation of the two-sidedness of English history to find King Charles revered as a martyr.

Not less penetrating in its influence on memory was the habit of reading morning and evening the Psalms for the day in the Church of England Prayer-book version. What Joshua Watson did, what William Law did, Mr. Baker tried to teach us to do. And on our hard, green-baized forms we took in more than we knew of that early Tractarianism which is fragrant for those who have felt its grave power.

Our master was strict, but affectionate: his teaching of the classics exacting and clear. We had to learn our Greek and Latin grammar faultlessly. Latin verses were an important part of the day's duty. In an odd way they seemed to take the place of mathematics. From the first hours after our admission we had to make elegiacs on slips of blue paper which, from some old Wykehamical "notion," were called *vessels*. Of classical scholarship of the Casaubon kind Mr. Baker could not boast. But in all his teaching of the classics there was a glow of interest which imparted to us some power of appreciation. Like that other Wykehamist, Thomas Arnold of Rugby, he made the classics a vehicle for other studies. But what gave us a love of the rhythm and melody of Roman verse was a practice called by old Winchester tradition "Standing-up." By the end of each summer term we had to memorise a large number of consecutive lines from Virgil and Ovid. It was left to each of us, if I remember rightly, to choose our own "books;" equally self-determined was the number of lines in which we offered ourselves for oral examination. We carried forward our acquisitions from year to year, capping Latin verses as a game, so that at the end of my school days at Winchester I was prepared to "go on" at any place in at least two thousand lines. I fancy that Mr. Baker modelled his methods on a Winchester which had already disappeared and that we received from him something like the classical education which was in

vogue there in the thirties or forties of last century. It was a narrow education, but not illiberal. I took it for granted and was never in revolt. It forced us to do a great deal of work for ourselves. Because of Mr. Baker's personality, the school was stimulating. But it prepared us badly for modern examinations. In scholarship, we had little to show. Yet it made us keen. And we were in no danger of becoming *blasé* or over-taught. There was no predigested food in the curriculum. But in some important branches of study we received no food at all. I am glad that when I got to Rugby we had to learn natural science, and that I had the good fortune to come under the care of that great teacher, Canon J. M. Wilson. Rugby also taught me what Gardiner and the modern historians had made of the history of the Puritan Revolution.

Looking back on the other sides of our life at Mr. Baker's, I am inclined to wish that it had been co-educational. If there had been girls in the school I think that we should have escaped some tainting mischief. But I have little doubt that I should have formed some romantic attachment.

GLEANINGS.

Viscount Morley in "The Study of Literature."

There is an idea, and, I venture to think, a very mistaken idea, that you cannot have a taste for literature unless you are yourself an author. I make bold entirely to demur. . . . It is a terrible error to suppose that because one is happily able to relish "Wordsworth's solemn-thoughted idyll, or Tennyson's enchanted reverie," therefore a solemn mission calls you to run off to write bad verse at the Lakes or the Isle of Wight. I beseech you not all to turn to authorship. I will even venture, with all respect to those who are teachers of literature, to doubt the excellence and utility of the practice of over-much essay-writing and composition. I have very little faith in rules of style, though I have an unbounded faith in the virtue of cultivating direct and precise expression. But you must carry on the operation inside the mind, and not merely by practising literary department on paper. It is not everybody who can command the mighty rhythm of the greatest masters of human speech. But every one can make reasonably sure that he knows what he means, and whether he has found the right word. These are internal operations, and are not forwarded by writing for writing's sake. Everybody must be urgent for attention to expression, if that attention be exercised in the right way. It has been said a million times that the foundation of right expression in speech or writing is sincerity.

Sydney Smith on Public Schools. (Edin. Review 1810.)

"The best school is that which is best accommodated to the greatest variety of characters, and which embraces the greatest number of cases. It cannot be the main object of education to render the splendid more splendid and to lavish care upon those who would almost thrive without any care at all. A public school does this effectually, but it commonly leaves the idle almost as idle, and the dull almost as dull, as it found them. It disdains the tedious cultivation of those middling talents of which only the great mass of human beings are possessed. When a strong desire of improvement exists it is encouraged, but no pains are taken to inspire it."

"THE BIRDS" OF ARISTOPHANES.

BY PETER QUENNELL.

Pure comedy is a passionate declaration of freedom, crying out that the reverences and the decencies are powerless, makeshift things, that what on weekdays seems stable, venerable or holy is, at best, an ingenious compromise with folly, not fit to stand against the rush of laughter; reality is like Hans Andersen's Troll woman, and the Comic-Spirit spins her about to see her hollow side. So when Alkibiades, with the blazon of Desire on his shield, led Athenian greed to plunder the west, Aristophanes turned loose into the lyrical upper air Athenian lust and imperialism, under the image of two business men, Persuasive and Hopeful, climbing into the vast cloud-built prospects of hot imagination, just as Alkibiades had taught the Athenians to climb.

So much for the excuse of satire; but Pishetairos and Euelpides might as well stand symbol for any daring of thought, their adventure for any intellectual quest, that, entrenched between heaven and earth, spoils both spheres of their riches. The more particular satire, of course, remains, but dwarfed by the broader vision; in the small, black, tired figures, each carrying a bird, toiling up the shining cloud slopes, is shadowed not so much the passing folly of a small city as the magnificent impertinence of any human imagination.

Once into the fields of the sky, satire becomes secondary to lyrical passion; the Greek spirit that delighted especially in the spaces of air—

"O Sun, O light of day, O ripple of the racing cloud in heaven"

—makes the most of the splendours of Nephelococcugia.

From the thickets behind the house of the Hoopoe comes the delicate flute-trilling of the nightingale, answered by the love songs of the bird chorus. The squalid materialism of Pishetairos and Euelpides is almost forgotten. The newly established blockade of heaven seems an act of splendid defiance.

Then Iris, the messenger, tries to run the blockade. She comes, hotly pursued, fluttering down with flying robes, like some great ship, but helpless and flustered. Pishetairos twists her arm, and she wails "I'll tell my father of you." By stealth, like a pantomime villain, Prometheus, the Liberator, enters, to hide the rebels beneath an umbrella. Ambassadors come from Heaven to make peace, Poseidon and Heracles and a mumbling Scythian Deity. Then there are Hymen songs and junketing.

And so the play that has climbed from particular to universal satire, and from satire has ascended the peaks of the lyrical and the sublime, comes leaping downhill again to its conclusion in a rush of extravagant and brilliant fantasy. Never was a stranger mingling of elements; Aristophanes sends the coarsest and most cynical of his creatures into the most delicate places of his imagination. A lyrical paradise is "developed" like a building estate. The barbarous magnificence of the Hoopoe's court is built up only to receive a starveling politician.

Motto for the O.U.R.F.C.

"The following motto has been supplied by the Head of a House, but not by one whom you might suspect of having written it:—'If sprinter comes can wing be far behind?'"—*From the Oxford Magazine.*



"THE BIRDS" OF ARISTOPHANES.
Pisthetairos and Euelpides with the Hoopoe's Slave.

Drawn by Peter Quennell.

GLIMPSSES FROM THE PAST—I.

EXTRACTS FROM THE LOG OF AN ELEMENTARY SCHOOL: COLLECTED AND ANNOTATED BY B.A.

Some time ago I came across an old educational periodical and saw the following advertisement, dated in the late fifties:—"Wanted at Hemingford, near Selby, a Humble-minded Christian as Schoolmaster. Salary £20 per annum and half the children's pence. None need apply who are Puseyites or Dissenters." No mention is made of "extraneous duties," but we may be sure that these were many. Let us hope for the sake of the successful applicant that they were paid for. In any case his weekly budget would be instructive reading.

The schoolmaster whose log-book furnished the following extracts does not seem to have fared much better, although his salary was £30 plus the whole of the children's pence—when they could be collected. He had evidently many excellent qualities, but no keen sense of humour. Before his chronicle begins (1867) he had already served for twenty years as a school teacher "in the Church Tower." Perhaps this accounts for his grey outlook; moreover he was christened "Jonah." Shortly before the great Educational Revolution of 1870 a school building of sorts was provided, and a descendant of the Apostles who was, incidentally, the district H.M.I., came down upon him and (somewhat unkindly it would appear) reported as follows:—"June, 1869. Report of the Rev. — as forwarded from the Privy Council Office: "It strikes me that this school would be improved if it were organised in classes with reference to the children's abilities." Ten months then elapse, whereupon the attention of the "Privy Council" is called to this fact. There is a precept about sleeping dogs which it is well to observe on occasions, and this occasion seems to have been one, as the second Apostolic visitation is recorded thus:—"April, 1870. If Mr. — were to study some good treatise on School Management, he would find suggestions as to the methods of teaching particular subjects, and the treatment of classes which might be of considerable use." The reverend gentleman, however, softens the blow by adding: "It must be remembered that the monitors employed are only children taken from the first class." He did *not* add that the salary of these teachers was one shilling per week.

"1870. April 25th: One of the children's parents sent me word to whip her boy for playing on his way home from school. . . . I let a monitor dictate a paragraph to a class—and caught him reading an interesting story in another part of the book at the same time."

"26th: Rec'd from an old scholar 'Practical Hints on Teaching,' by the Rev. —, M.A." (Jonah simply expresses his gratitude for this distinctly ambiguous gift.)

"April 27th: Gave the children a collective lesson on Leather—Its (A) manufacture, and (B) uses." (One "use" was tolerably familiar to the children!)

"28th: The master (*i.e.*, himself) had a very bad cold to-day—scarcely able to speak. Gave a lesson to Standard IV on Compound Addition." (A remedy worse than the disease.)

"29th: A girl found a piece of sponge in the playground and brought it to me, wishing to restore it to its

owner—commended her for so doing." (Our friend makes quite a hobby of recording very small beer.)

"May 2nd: A very cold day. Scripture lesson—The Third Commandment." (*Post hoc, not propter hoc*, we may hope.)

"3rd: Gave the second class a dictation lesson, and punished several children for copying. 4th: Gave notice that every child must provide for use a sponge and penwiper. Intend to inspect them from time to time." (We may presume that the sponge method of cleaning slates was in advance of some former method.)

"6th: Several children in the second class being very anxious to act as monitors in the lowest, I was under the impression that they had some other motive than that of teaching—I therefore watched the lad I sent. A new boy had some sweets in his pocket which had most likely been given him by his parents (grocers), and being a little fellow doubtless had been giving some to the teachers. Requested his parents not to send him to school with sweets in future." (A "teacher" accepting a bribe of sweets from a pupil! No wonder Jonah makes such a long entry.)

"9th: Scripture lesson—'Daniel in the Den of Lions.' One of my first class informed me that one of his brothers learnt bad habits when serving as an apprentice in a large manufacturing town. Spoke to him as affectionately and earnestly as I could, with this caution—'To beware of keeping bad company.' Rec'd 2 doz. Colenso's Arithmetic." (Rather a sudden drop into the prosaic.)

"10th: Gave a half holiday this afternoon as I wanted to attend a sale. Very, very sorry indeed that this sale should have been, as it was one of my old scholars and brought on I fear by his unsteady conduct. Dear me, how often people cannot or will not see their errors until too late. Will take the first opportunity to warn my children by this example." ("Unsteady" is good. As to "errors" in life, Jonah himself certainly committed one when he chose his profession. With his incurable propensity for improving the occasion and elaborating the obvious he should have been a local preacher.)

"11th: Met a brother schoolmaster and exchanged views upon the Educ. bill now before Parliament." (This must have been an interesting talk. Many teachers can still remember the excitement and bitterness caused by the coming of the "Board" school.)

"The Noble Patron of my school very kindly granted me a favour which will considerably add to the comfort and convenience of our home—I feel truly thankful." (A mysterious entry—what *could* it have been? But the veil is not lifted.)

"12th: Punished several children for quarrelling in the playground. How quickly the tempers and dispositions of children may be found out in their amusements. This being my birthday the children wished me 'many happy returns of the day.' I was particularly pleased with one of them as he is a boy I often have to punish, but I am sure he meant what he said."

"13th: Reproved one of the boys for putting his sponge in his mouth, and several for copying. I could

not but notice how lively the children have been this week. N.B.—Next week is their Feast.”

“15th: This is a very buisy (*sic*) week with their mothers cleaning for the Feast.”

“16th: One of the managers came to see the men gravel the playground.” (Managers sometimes took their pleasures sadly.)

“23rd: Always find there is trouble after a holiday or on a Monday morning. . . . One of my first class presented me with a few nuts. I ever take a lively pleasure in accepting their little presents and encouraging them to be good natured.” (This particular offering arouses our suspicions.)

“24th: Some starlings having built their nest in the roof of the school they have been busy this morning in teaching their young ones to fly and consequently took the children's attention off their work.” (A good chance of improving the occasion lost here.)

“26th: This being Ascension Day, the children went to Church at 11 a.m. Punished two for playing in the service. . . . Geography lesson—Capes of England. School very close.” (This latter entry is frequent; we can imagine what it implies.)

“27th: Last night one of my boys came to my house to tell me that the Most Hon'ble, The Dowager Marchioness of — and her Ladyship's children, and the younger daughter of the late Earl and Countess —, Patron of my school—were paying a visit (flying) to the Hall—the house and scenes of her Ladyship's childhood.” Jonah is very excited at this news and proceeds to let himself go as follows:—“I ever take a sincere and lively pleasure in inculcating in my children both by precept and example, the feeling of respectful gratitude towards their benefactors, and feeling as I ever do, how much the village and my school is indebted to the noble and generously minded and kindhearted family of — for the blessings of their school, etc. . . . I rang the school bell to call the children together and marched them up to the Hall and most respectfully solicited permission from her Ladyship for the children to offer their dutiful welcome in 'three times three' hearty and prolonged cheers. I am glad we went—her Ladyship was pleased to express her wish to give the school a treat on some future day when her Ladyship is shortly to be married to the Right Hon'ble, the Earl of —. May God bless her Ladyship and make her a blessing to all in that exalted station.”

Her Ladyship should have raised Jonah's miserable “stipend” on the spot. At any rate the children were promised a treat.

THE TEACHING OF ENGLISH COMPOSITION: by Margaret Conny Dixon. (Sir Isaac Pitman. 6d.)

English Composition has been a thing of writing, spelling, inverted commas and punctuation. To have got to “inverted commas” was a mark of progress, and there are still many teachers and inspectors who concern themselves unduly about punctuation.

The teaching of English Composition needs very careful thought—more definite and at the same time less mechanical aims are required. There are certain definite principles which must not only be studied, but also practised by anyone who aspires to some proficiency in the art of writing.

The reprint of Miss Dixon's lecture will be welcomed by teachers, for it is full of sound advice and useful suggestions. P.M.G.

STORIES FROM OVID.

ARETHUSA AND THE RIVER-GOD.

(Metamorphoses 5, 577-606).

The tale of Arethusa and Alpheüs is a very curious example of local legend passing into mythology. In the island of Ortygia, near Syracuse, there was a fountain Arethusa, “the gusher”; in the Peloponnese on the west coast there was a river Alpheüs. A persistent belief existed that between fountain and river there was an under-sea connection, and that any object thrown into Alpheüs would appear again in Arethusa. Hence the fable that in mortal shape the river god loved the fountain nymph; that to escape from him she fled across the sea to Sicily, and that following her there he mingles his waters with hers in her new home.

“I was a nymph,” fair Arethusa said,
“And in Achæa dwelt, a stalwart maid;
To hunt and fix the nets my chiefest care,
Heedless of beauty though they called me fair.
My face to me gave nothing but annoy
And that soft talk which other girls enjoy—
'O what firm limbs, O what a comely frame'—
Brought to my cheeks a blush of rustic shame.
I took no pleasure in such things as these
And thought it was a sin to try and please.

“Well I remember yet that summer noon
When, as I wandered through the woods alone,
I sudden came upon a murmuring brook,
So crystal clear that in it you could look
And count each pebble in the depths below,
So placid that it scarcely seemed to flow,
Its sloping banks pleached by the pleasant shade
That silvery willows and green poplars made.

“My feet at first, and then my knees I dipped
In the cool wave, and then my tunic slipped
From off my limbs, and hung it on a tree,
And plunged into the stream as nature free.
I tossed my arms and on the water beat,
Gliding and turning in my safe retreat,
When lo, as deep I sank in water cool,
I heard a sound mysterious in the pool.

“I leapt to land, while hoarse Alpheüs cried,
'Go not so soon, O do not leave my tide.
Stay with me, Arethusa; with me stay.'
Fierce came his voice; I made no more delay,
But naked fled, nor had I time to find
My garments on the bank. He pressed behind
On fire with love, nor heeded my distress
If he could take me in my nakedness.
As doves fly trembling when the hawk they view,
So did I fly, and so did he pursue;
Until at last forspent I cried aloud
Upon Diana, and in misty cloud
She saved me from the fate the god to me had vowed.”

F. A. WRIGHT.

MUSIC.

NOTES ON RECORDS—I.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

OVERTURE AND MARCH FROM TSCHAIKOVSKI'S "CASSE NOISETTE" SUITE. (COLUMBIA 467.)

Overture.

An overture was originally a piece of music written to introduce other pieces: the name is now often applied to a separate piece standing by itself. This Overture is the introduction to a set of pieces (suite) composed for a performance of the Nut-cracker (Casse Noisette) Fairy Story. The first sentence is given out by the strings and immediately repeated, softly, with a viola playing a running accompaniment in a lower part. The second sentence begins with a running passage on the flute, completed by the clarinet in a lower pitch. This soon leads to return of the first sentence, which is now given out by the flutes, oboes, clarinets and bassoons, while the violins have the playful running accompaniment. After this a long note on the oboe leads to the second section, beginning with a smooth flowing melody, rather sedate in comparison with the opening tune, and played by 1st violins accompanied by plucked strings. The theme develops and becomes more lively and all the instruments join in its completion. The remainder of the Overture consists of a repetition of the material of these two sections presented in a different manner; for instance, in the first sentence the wood wind (flutes, oboes, clarinets and bassoons) are added to the strings. In the second sentence there are slight variations in the instruments used. The smooth flowing melody in the second section now has the same home centre. It is built on the same fundamental sound (musically the same "key-note") as the opening part of the Overture, whereas on its first appearance it shifted its centre to another note. To produce a feeling of completeness music must end in the same key as it begins. We begin in one key, then we may pass through other keys, but we return to our original key for the ending.

The March.

The first sentence of the March begins with wind instruments—clarinets, horns, and trumpets—and is continued by the strings. Note the change in the swing (rhythm) of these two parts—the first moving like this, tum tiddlety tum tum tum tum (or, if we know the rhythmical time names, taa tatéti taa taa, etc.), while the continuation is like tyrum tyrum tyrum tyrum, etc. Thus in this opening sentence there are contrasts in outline, rhythm, and instruments used, so producing that variety without which a piece of music would soon become monotonous. After the sentence has been repeated (it ends with the crash of the cymbals), the brass (trumpets and trombones) give out another bit of the tune, similar to the opening in rhythm but different in outline, and continued by detached notes on the flutes and clarinets to a running accompaniment of the pizzicato (plucked) violas and 'cellos. The first section

of the March closes with a repetition of the first sentence. The short middle section consists of a little sentence in rapid notes on the flutes and clarinets, imitated immediately by the violins and violas, while woodwind and horns join in with sustained notes: this sentence is repeated. The third section is a repetition of the whole of the first section: note the variation in the treatment of the first tune, e.g., oboes, bassoons and trombones now join the clarinets, horns and trumpets, while the strings accompany with a series of mad little upward rushes.

The plan ("form") of the Overture consists of two contrasted sections (two-part form), each of which is repeated; while the March has three sections, the first and third being alike, while the middle one supplies a contrast (three-part form). Compare the tunes of "Annie Laurie," "God Save the King," "Allan Water," "While Shepherds Watched," etc., with the former, and "The Blue Bells of Scotland," "British Grenadiers," "All through the Night," "Vicar of Bray," "Last Rose of Summer," etc., with the latter.

Can we note the repetitions of the various tunes? Can we hum any bits of them? Can we hear the little variations in the repetitions? Can we follow the changes of key? Can we distinguish the prominent instruments?

J. T. BAVIN.

THE CLASSICAL MOVEMENT IN FRENCH LITERATURE: by Stewart and Tilley. (Cambridge University Press.) 7s.

The authors' names will suffice to recommend this volume to all students of French literature. The subject is dealt with on the same lines as its predecessor, "Romantic Movement in French Literature." The reader is shown that the classical movement was not the outcome of the Renaissance alone, but that the desire to create a truly national literature was the root cause. We are shown how Malherbe introduced order into the literature of his day, Descartes and Pascal sincerity into theirs, and how the three great artists Molière, Racine, La Fontaine, together with Boileau the critic, added the third quality, taste. There are chapters dealing with realism in the literature of the period, the quarrel of the ancients and the moderns, etc. The argument is supported, in each case, by short summaries and selected texts. An unusual and interesting addition to a book of this type is the facsimiles, with annotations by Malherbe, of Desportes's "Les premières œuvres." P. L. R.

A SHORT HISTORY OF FRENCH LITERATURE: by W. H. Hudson. (Bell and Sons.) 4s. 6d.

This is the second edition of a admirable book with which many are already familiar. It fully attains its purpose—"to record not merely the achievements of individual writers but also the general movement of literature as a whole." We are clearly shown the influence of historical and political events on the different periods, and in each, prose, poetry, drama, etc., are dealt with in separate chapters. This volume makes no pretence to be exhaustive. Therein lies one of its great merits. We meet the outstanding figures in French literature from the earliest times down to our own day. It is quite one of the best books of its kind which we have yet seen. It should be in the hands of all who wish to obtain a complete survey, and to possess a deeper knowledge of the subject. P.L.R.

ART.

BY REQUEST.

It is generous to assume that those who ask the question "What must we look for in a picture?" or "What constitutes a *really good* painting?" are actuated by the best of motives, but it is only right to warn them that the artist regards such sweeping questions with the utmost suspicion. The desire for knowledge is laudable, but the idea occurs to us that such a question is asked by those who want it answered for display purposes. I am told that a certain correspondence college advertises "Higher Education made Easy" and the "Differential Calculus in a Day," but Art remains a voyage of infinite discovery. We will suppose however that the question is rather unfortunately phrased, for it is as difficult to say what one should look for in a picture as to say what one should look for in a man. The trouble of those confessedly ignorant of the arts is this: they are unable to feel sufficient conviction in regard to the merits of any picture and cannot of their own accord form any satisfactory standards of judgment. The artist, of course, feels a liking, a disliking, or a coldness, and analyses the cause of it subsequently, but the layman in the absence of any liking or disliking is prone to set up what seem to him to be logical standards. As a preliminary it would perhaps be useful to point out the fallacy of some of these.

There is nothing more common than to hear the remark "Surely a picture is supposed to be beautiful." This presupposes a sense of beauty in the person who utters it. Nothing is more unlikely. Many people have an isolated sense of beauty with regard to certain preferred occupations. A chauffeur can recognise a beautiful engine, a jockey a beautiful horse, a butcher a beautiful piece of meat, or a doctor a lovely tumour, but the beauty recognised by the artist is so much more extensive than these that it is almost impossible to begin to speak of it. Another very common standard for argument is that "surely things should look like what they are supposed to represent," to which the correct answer is "Yes, to some extent, but not like what they look to you."

The average person is far too ready to believe that he knows what things look like. He does not. This ability is confused with that of being able to recognise things when one sees them again. Consider for a moment the question of a common object such as a bus. The average observer notices the number and which way the bus is going. Some notice whether it is red or another colour because there is an interest in the rivalry of the new companies, and some—those carrying parcels especially—notice whether it is of the new pattern because these are so difficult to mount when moving. But how many notice at what point the greater width of the body occurs, or the proportion of the wheels to the height or even the number of windows. In short we notice those things which have a practical interest for us. Most people can recognise a soft seat but few could tell you how they do so. Their knowledge is founded on a set of experiences of which sight is only one and one that has not been especially developed. Now the artist may have all these other experiences, and no doubt enjoys them as much as the ordinary man, but in addition the appearance

of this seat is consciously, or unconsciously, fully analysed by him. He recognises the particular curves taken by a bag containing feathers, he recognises the effect of perspective on these curves, he recognises the effect of light falling upon the coloured surfaces of the cloth, the modifications caused on these coloured surfaces by coloured light reflected from surrounding coloured objects—facts which to the ordinary man seem of no possible interest.

In the interests of investigation it is useful to investigate the lower types of intelligence. A dog is entirely unmoved by the most realistic picture of a bone. He might be induced to pick up a coloured model, but it is seldom that he could be deceived even sufficiently to do that; the smell would be missing and thus the basis of recognition being incomplete the reference would cease to function.

We may gather then that it is necessary to develop our appreciation of appearances before we can hope to begin to understand a work which deals with these very things. We must realize such things as the apparent inflation of an object near to us in contrast with an object of similar size at some distance away (perspective). We must recognise the effects of different lights on different colours and the reason of the appearance of different textures. Having got so far we begin to know the elements of which a work of art can be made. But these elements are no more to the painter than notes are to the musician, indispensable perhaps but requiring arrangement. In the recognition of the elements artists differ very little but in their use the variation is infinite. Having used up the space at my disposal I can only promise that I will continue this discussion with reference to various well-known and accessible pictures in our galleries. In conclusion I would strongly advise those interested in modern art to see the Van Gogh Exhibition at the Leicester Galleries. RUPERT LEE.

A Teachers' Labour League.

This Association has for its object the bringing together of teachers of all grades who sympathise with the Labour point of view, and who regard education as a prime political issue. It therefore makes an appeal to individual teachers and not to Associations as such. Believing that no educational reform of any appreciable significance is likely to be brought about in this country except by the power and influence of the Labour movement, it appeals to those who have become convinced that the only hope for educational progress or for an improved status for the profession lies in union with other groups and associations of workers. The promoters state that they impose no test for membership, except willingness to co-operate with the Labour movement. Both men and women teachers, of whatever grade or professional association, can unite with them in support of a common policy. Forms of membership and further particulars may be obtained from the Secretary, Mr. D. Capper, 1, Mentmore Villas, Dorset Road, Motttingham, S.E.9.

"To turn out Gentlemen."

Speaking on the annual speech day at the Perse School, Cambridge, Lord Onslow said it was the chief aim of our English Public Schools to turn out gentlemen; gain was an end of secondary importance.

Quiet Hustle.

"The decision to build a spiral staircase at the west end of the corridors at South Kensington has already been recorded here as a hustling measure. To temper hustle with quiet it has been decided to buy some noiseless typewriters."—*From The Observer.*

THE EVOLUTION OF WIRELESS.

BY CHARLES R. GIBSON, F.R.S.E.

(Author of "Wireless of To-day," "Scientific Ideas of To-day," etc.)

In the early days of wireless telegraphy Marconi tried to give directional properties to the æther waves by using parabolic reflectors; but as, when the wave length used was increased, these reflectors would have had to be enormously increased, the experiments were abandoned. In the gradual evolution, and with the increase of distance to be spanned, directional aërials were introduced; but apart from these all wireless may be said to be broadcasting. However the word *Broadcasting* has come to have a definite meaning attached to it since the institution of Broadcasting Stations, from which special programmes of music and speech are transmitted at advertised hours for the benefit of all listeners-in.

For many years some stations have broadcasted time signals, and there are now some 200 wireless stations scattered all over the world which broadcast weather reports, barometer readings, strength and direction of the wind, warnings to mariners of impending storms, or of the position of some derelict, or of masses of ice which might prove a serious danger. Much valuable meteorological information is also gathered from the ships scattered over a wide expanse of ocean, so that land conditions may be forecasted according to the travel of the weather.

It is of interest to see how the idea of broadcasting concerts arose. Broadcasting was proposed in the early days of wireless, but it did not begin till 1920, when the Westinghouse Electric Company used their Pittsburg station for this purpose. The first attempt was on a very modest scale, a gramophone being used as the source of music. Then, finding that this was appreciated by listeners-in, they employed an orchestra and vocalists.

As these concerts were not given on Sundays, it was suggested that church music and a sermon should be broadcasted. One of the churches in Pittsburg gave the Company permission to erect four microphones in the building, and these were connected to the transmitting plant. By this means they were able to broadcast the chimes, the organ music, the singing, and the sermon. This Sunday service proved a great success.

Among other experiments one enabled a minister to preach in two churches at once. A microphone was placed near him so that his sermon might be broadcasted, and in the other distant church a loud speaking telephone took the place of the preacher, delivering the sermon simultaneously to the second congregations. Additions were made to the daily programme; prominent men gave addresses broadcast, and fairy tales were told for the children, these being supposed to emanate from the Man in the Moon.

The Westinghouse Company then extended their services by broadcasting from their stations at Chicago, Springfield, Newark, etc. In these early experiments there were comparatively few listeners-in, but the idea caught on, and it is quite evident that it has now come to stay.

The Marconi Company began experiments in Great Britain by broadcasting music for special demonstrations. Music played at Chelmsford was broadcasted for the

benefit of those attending a *conversazione* of the Royal Society in London, and the writer remembers the brave deeds of the loud-speaking telephone on that occasion. In February, 1920, the Marconi Company advertised a concert to be broadcasted from Chelmsford, and this was appreciated so much by listeners-in that it was repeated each day for a fortnight. These concerts were heard in Norway, Spain and Italy, and by many ships on the wide ocean. Some months later Dame Melba sang into a transmitter at Chelmsford, and her songs were heard over a distance of about 3,000 miles radius, thus covering an area of about 6,000 miles in diameter.

In this country the Government have kept such transmission under control, while in America even large stores may broadcast a concert and add advertisements, say, of their bargain sales. Our Government has placed transmission in the hands of the British Broadcasting Company, which was formed in 1922. As is well known, the country has been divided into suitable areas, each with its own Broadcasting Station, as in London, Birmingham, Manchester, Newcastle, Cardiff, Glasgow, Aberdeen, and Bournemouth. Each station has its own call letters and wave length. In the following list they are arranged according to their wave length:—

<i>New</i> Wave length.	Station.	Call Letter.	<i>Original</i> Wave length.
435	Cardiff	5WA	353 metres.
365	London	2LO	369 "
400	Manchester	2ZY	385 "
385	Bournemouth	6BM	410 "
350	Newcastle	5NO	400 "
420	Glasgow	5SC	415 "
475	Birmingham	5IT	420 "
495	Aberdeen	2BD	495 "

The British Broadcasting Company is not permitted to transmit advertisements, but it is at liberty to broadcast any special announcements of a humane nature, as in the case last spring of a patient in the Middlesex Hospital whose mother was summoned on a Sunday night by a broadcasted message, when neither telegraph nor telephone were available. This message also brought the offer of thirty motor cars, in one of which the lady was conveyed from Bedfordshire to London that night. In another recent case the Glasgow Station broadcasted the information that a gentleman living in Kilmarnock presumably suffering from loss of memory had disappeared, and it was requested that any listener-in who had seen him would communicate at once with the police. It has also been suggested that criminals may be traced by such means.

Broadcasting is a great boon to invalids. It may also place the traveller within daily touch of civilization. Picture the explorer in an arctic encampment listening to a concert broadcasted from London. How eagerly he would listen for the latest news, or even to a personal message! It is unfortunate, however, that the transmission would have to be one-sided, as the explorers could not hope to carry with them the generating plant for setting up the transmitting waves in the æther.

SCHOOLCRAFT.

ALPHABETS OF HISTORY.

We print below the views of some of our readers on the suggestion that every child should be required to learn by heart an Alphabet of History.

Mr. P. A. Wood.

Some foolish person once said that dates are to history what the multiplication tables are to arithmetic; and now it would seem that some equally unimaginative trifler has produced a variant on this and likened dates to an alphabet. But it should be obvious to any amateur maker of apothegms that neither analogy holds. Though we cannot read an ode of Pindar without learning first the Greek alphabet, or the Gulistan of Sadi without a knowledge of the Persian, the memorising of an alphabet of dates is no preliminary requirement for the student of history. And, similarly, while none whose mental equipment did not include a knowledge of the truth that twice two are four could hope to solve the simplest quadratic, anybody could study the history of the French Revolution though he knew not the date of his own birthday. A date like that is as irrelevant as the date of the capture of Quebec or the Fall of Constantinople.

We swallow dates as Jack Horner swallowed plums, and it is no more necessary to distinguish dates than plums. It may conceivably be worth finding out which plum contained the poison if Jack Horner dies an unnatural death; and it may be important to know the exact year when Alfred the Great died a natural one. But whether it was 899 or 901 sheds no more light on Anglo-Saxon history than does the knowledge as to whether Jesus of Nazareth was born in A.D. 1 or A.D. 3 shed light on Christian history. The historical significance of either is nil. It is true it would be a grievous error to harbour the belief that Alfred died in 1899, or that Jesus lived in 43 B.C., and these errors are as remotely possible as mixing potassium cyanide with plum and apple jam; but such errors are serious only with adults, and they are least likely to make them.

Take a date like 1492. So far from its being important to associate that year with the "discovery of America" it is necessary that we should once for all be forbidden to make the connection. America was not discovered then, nor was it discovered by Columbus, yet through the worship of the date-fetish such unhistorical dogmas are inculcated into every new generation. There is less risk in a rhyming chronology, for even if the line "In 1492: Columbus sailed the ocean blue," should be transformed into "In 1493 Columbus sailed the bright blue sea," at any rate either is an introduction to a glorious adventure and not the fabrication of an elaborate untruth. The so-called great dates of history are not great dates until you have learnt why they are, and by the time this is learnt, the dates cease to be worth remembering—the event itself is so vastly more important. Take care of the events and the dates take care of themselves. The capture of Constantinople by the Turks is merely the heading to a chapter in European history and when you've read it the date of it takes its proper position of insignificance. But to learn the Alphabet of History would invert the relative importance—and moreover give to the ignorant and foolish a specious air of knowledge or knowingness.

The elaborately ingenious attempts made by historical amateurs like Meiklejohn and his tribe of compilers of

trivial text-books for teachers to help their readers in remembering "dates" are condemned at once as fostering a pernicious delusion—the delusion that if you remember plenty of dates you know plenty of history. To learn a page of dates is about as fruitless an expenditure of time as learning a page of Bradshaw. A date can be looked up when it is wanted as easily as the time of a train, and laboriously to attempt to avoid the necessity is about as stimulating to the intellect as collecting the numbers of railway engines. True it is a convenience to know that the 7.31 is the next train to Birmingham if you happen to be going there in a hurry, but that piece of information will not avail you if you want the last train from Upper Tooting. Likewise it may possibly occur once in ten years that you need to know that James VI of Scotland became James I of England in 1603, but that sheds no light on the much more popular problem as to the date of the accession of Queen Victoria. Dates in themselves can rarely be illuminating. A chart of accessions and deaths of all the sovereigns that ever sat upon the throne of England would be for ninety-nine people out of a hundred so much meaningless rubbish.

But even the important dates that figure in the orthodox "Alphabets" are important only when you realise they may be wrong. To a well-informed person "Norman Conquest, 1066," may be a legitimate label for a well-stored and well-arranged mass of historical learning. But as an unattached text-book tag to be memorised by the ignorant it is about as valueless as an addressed luggage label with nothing to tie to it. Anybody who has read McKechnie's "Magna Carta" will have no difficulty in understanding the real import of "Magna Carta, 1215," but without some understanding approaching completeness it is a misleading and meaningless date.

So far from dates being the alphabet of history for beginners, they are but the finger-posts of study for the finished professors. The folly of learning dates before history has been studied is the futility of setting up signposts before you have travelled the road. And like signposts they are always open to correction. Nobody who entered upon the glorious adventure of pedestrian exploration along an unknown road would dream of destroying the promise of pleasurable excitement by learning the name of every village scattered along the route. And no one who would enter upon the fascinating pursuit of historical study should deliberately impoverish its value by truckling with the empty allurements of the mongers of Alphabets of History.

Mr. Herbert L. Earl.

The mid-Victorian era found the writer engaged for one hour a week in the study of English History. The master made no pretence of teaching, but sat rooted by his desk, while we repeated our chapter by heart, upon a sore injunction. The book was attractively written, on the trapped cell principle. Each reign had a chapter to itself; there was no reference whatever to its predecessor, neither was it "continued in our next."

George III claimed an extra allowance, as so much happened in his time.

Three-quarters of the first page were filled with a portrait of the king or queen, raised from the horizontal of the tomb to the perpendicular, and when we had mastered his date of accession, the name of his wife, and his tomb, one-sixth of our heavy task was done, as the chapters were of uniform length. And so we were ever loyal to the king of our week.

With each lesson were ten dates, chosen by the master. These were not taken consecutively, as this would have helped our memories, but at random; such as—Rye House Plot, Battle of Creci, Earthquake at Lisbon, Spanish Armada, with six others; neither did he ask us these dates in their written order, but dodged up and down the list.

Our history travel began with the keels of Hengist and Horsa, and closed with the date at which all proper history ended—the battle of Waterloo.

The system was a convincing lesson in the art of how not to teach history. The teaching of any subject should be a function of three factors—the teacher, the subject, and the taught. In our case we had only the pupil, the book or medium, and the mechanical lesson-hearer, with unfailing punishment in the background.

I am very far from decrying dates. They are landmarks of history, which without them would be a congestion of anachronisms, a skeleton without bones, a very poor thing indeed. But instead of being used as mere dead-lift efforts of memory, they can be most useful as guides to sequence of cause and effect. A philosopher has said: "The present is the child of the past, and the parent of the future." History is not a chapter of accidents, but an endless chain of causes and effects, and the very idea of its being a series of unconnected chapters is childish.

I well remember in my date list coming upon a gap between the taking of Constantinople in 1453 and the voyage of Columbus in 1492. Nothing seemed to have happened. An astronomer would have described it as a "coal-sack" in the galaxy of dates. And yet how intimately is the latter the result of the former!

Genoa, Venice, and Lisbon found their trade-route to the East blocked by the Ottoman Empire, and a whole generation came into being, striving to discover a new road. Columbus did not reach the New World because he had enough force and resolution to sail west with a leaky boat and a mutinous crew till he struck land, but because he was born and brought up among mariners, he listened to the story of their failures, profited by their experience, and thus succeeded.

I have never used any mechanical aids to memory, but think that dates will generally respond to intelligent study. The murder of William of Orange in 1584 was answered by the execution of Mary in 1587, and the Catholic reply to this came promptly in the Armada in 1588.

But dates do not only respond to intelligent treatment; they are guide-posts and milestones on the road of history. Of all questions which involve careful thought in a student or writer of history, the most difficult are those which contain the word "trace." And who can trace the development, say, of Trial by Jury, or growth of Parliamentary Representation, without a helping hand from the dates on his path?

Miss Frances Mary Walmsley.

The suggestion of the use of an Alphabet of History in schools seems to me, if properly worked up to, to offer a means of carrying into practice some of the theories recently brought forward regarding the teaching of history. Here at last we may find a means of bettering the intellectual results of much of the labour spent in the teaching of that subject. If the Alphabet were made up of the dates of the most characteristic periods and the turning points in history, and the child understood and mastered these before leaving school, he would carry away with him the nucleus for future acquirement of knowledge.

For example, if he understood the full significance of the introduction of Christianity, of the Feudal System, of the Age of the Tudors, of the Protectorate, of Queen Anne and of George III; if his mind were concentrated on the things that really matter in history—the great epochs of change and activity, so marked and characteristic that if they be once understood all the lesser details and intermediate events become intelligible through their means, his knowledge when leaving school would contain a germinating power surely of much more value than a superficial knowledge of the entire history. Of what use is it to the child to be able to repeat in due order the list of sovereigns and to tell their relationship to each other? This sort of knowledge cannot be brought to bear on everyday occurrences and would probably very soon be forgotten.

We want the child to leave school carrying with him a taste for historical investigation and a mind which can make knowledge of the past throw a light on the present.

The Alphabet of History would be of very great use in the highest form in school, provided the history in the lower forms were given with a view to the mastering and understanding of the Alphabet before the children leave school. There does not seem much use for it in a middle form. The children at that stage could not grasp the significance and the importance of turning points in history and there seems little sense in taxing their brains with these dates. Besides this, a danger may lurk unawares here which would tend to destroy the real aim of the Alphabet. Children are apt to attach vital importance to certain isolated events, wholly ignoring any sequence in history, and the Alphabet if given too soon to the child might be turned into a list of isolated facts to be committed to memory. Although the turning points in history constitute the Alphabet, the minds of the older children will have been trained to see in them more than isolated facts and to link up one with another and so arrive at conclusions. For instance, if we take the landing of St. Augustine in 597 and then glance down to the first Crusade 1096, we expect the child to be able to infer that the preaching of Christianity in England was successful. Then from the murder of St. Thomas à Becket at the instigation of the King, it can easily be inferred that the Church and State were not on friendly terms. The Reformation, 1520, carries this idea further still, and the setting out of the Pilgrim Fathers, 1620, throws enlightenment on the religious factions in the country subsequent to the Reformation, and so on. A child in the middle forms could hardly be expected thus to trace out and develop cause and effect, hence it seems wiser to leave the Alphabet to the top form, where the reasoning powers of the child have had more

scope for development. If in the lower forms the interest of the child were awakened, if he could unconsciously be brought into the atmosphere of the different times through lively and interesting as well as useful stories, and through the drawing and dramatising of scenes typical of the various periods such as we find in well-illustrated elementary history books, then a right notion of what historical investigation really is would grow upon the child, and by the time he reached the highest form in the school the full use of the Alphabet would be quite clear to him. He would not rest content until he knew the whys and wherefores of things and would take interest in linking up one event with another.

Then in the Alphabet I would have the names of men who have been the leading figures in times of great change, men like St. Thomas à Becket, round whom the struggle between Church and State in Norman times centres; Shakespeare, stage player and dramatist; Pitt and Burke and Peel, statesmen who could grasp situations and deal with them in a broad-minded, unflinching way; Napoleon, whose military genius kept the whole of Europe at bay; Bismarck, whose militarist doctrines later found expression in the Great War; Marshal Foch, who led the Allied armies to victory. Thus I would introduce into the Alphabet the personal note which assures a human interest in history.

CONFERENCES.

Holidays for ordinary people frequently mean for teachers opportunity to meet in conference, and the New Year finds a number of teachers gathering in London or at Cambridge—where the Incorporated Society of Musicians is assembled—attending the Twelfth Annual Conference of Educational Associations. We have already announced the names of the principal speakers at the Conference of the "I.S.M." The President of the Conference of the Educational Associations this year is Sir Henry Hadow, who takes as the subject of his Presidential Address "The Claims of Scholarship." Among the speakers announced are Dr. L. P. Jacks, who will give the Presidential Address to the Froebel Society on "What is Culture?" Lord Gorell, who will deliver the Presidential Address to members of the Education Guild of Great Britain and Ireland; Professor John Strong, who will address the Guild on "The Constitution of Local Education Authorities"; Professor J. J. Findlay, who will speak on "School Reform" (King Alfred School Society); and Dr. G. H. Miles, who will open a discussion on "Vocational Guidance in Schools" (London Head Teachers' Association) under the chairmanship of Sir Robert Blair. The problems of the teacher of "special" children have not been overlooked, and teachers of music, art, languages, dancing, and other subjects will find their subjects dealt with by representative speakers, and questions of food and other domestic subjects have a place in a varied and interesting programme.

A SCHOOL OPERA.

BY WILLIAM LEE.

On Tuesday, Dec. 18th, there was given at Bermondsey Central School the first performance of a new opera, "The King of Monnovia." The event was especially interesting because it was the first occasion, so far as is known, on which a full-length three-act opera, written, composed, and produced without outside help, had been presented by the staff and boys of any school. The headmaster, Dr. Roberts Jones, wrote the book, the music was composed by several members of the staff, while other members were responsible for the stage, the proscenium, the scenery, the costumes, the lighting, and the production. The actual work in these various departments was mainly done by the boys themselves. For example, under the direction of the art master they painted the proscenium, an ingenious design incorporating the arms of the Borough of Bermondsey, the County Council, and the City of London. All the performers were boys of the school. Like the actors of Shakespeare's day they took the female as well as the male parts, and the keen interest they showed in the work allotted to them made the opera a triumph of co-operative enterprise.

The scene is laid in Monnovia, a country which may be found on the same map as Ruritania. Though the events of the story take place in a realm of fancy, they bear a striking resemblance to some facts of the actual world.

Such reflections are for the subtle. For the unsophisticated the plot has the interest of a detective story of which only the outline can be given. Act I shows the Royal Palace at Monnovia with the courtiers singing: "The King is dead, Long live the King." They do not know the new king. They have never seen him. He has led a vagabond sort of life, and is at present supposed to be travelling in Europe. His absence provides the opportunity for intrigue. The Queen Dowager arranges to marry the First Councillor's son, and to pass off her new husband as the missing heir to the throne. This scheme necessitates a careful handling of the truth. Hence we find the First Councillor singing:

"That heavy weight, the care of State,
Is built of faith and fibs and fancies:
It has no ruth for clumsy Truth,
It substitutes discreet romances.
For Truth is rude, and Truth is crude,
Its want of etiquette is frightful,
But when it's drest in a courtly vest,
The rudest Truth appears delightful."

The Queen's daughter, however, is ambitious to be Queen herself; the gentleman who loves her is therefore tempted to masquerade as the missing king of Monnovia. He has a rival for the lady's hand in the person of Lord Rudolph, a European traveller, who also sets up a claim to the throne. Thus at the end of the second act there are three rivals in the field. The last act opens with a song by the Princess, descriptive of the despair and hope that attend ambition.

At length, of course, the confusion is cleared up. Lord Rudolph turns out to be the real king, the other marries the Princess, and all join in the final chorus:

The performance was repeated on Wednesday, Dec. 19th, when Mr. H. G. Wells, who was present, congratulated the young players and all concerned.

FRIEZES FOR CLASSROOMS.

By OWEN OLIVER.

This article, it is thought, will be welcomed by a great many teachers of literature in the junior school, as well by those who possess artistic ability as illustrators in good measure as by those who have little or none; for it deals not only with the question of *how* to illustrate but also with the question of *what*.

Now the question of what to illustrate is a very important one. Thomas Burke (author of "Limehouse Nights") some time ago in an article entitled "Why I Loathe the Kinema" wrote: "My main objection to the kinema is its effect upon the child; for it is robbing the child of to-day of that most precious faculty—imagination. In the kinema the children are shown every detail of a given situation. There is no opportunity for wonder; no suggestion round which their minds can play. Not for a moment are they allowed to think. Every small idea is explained and illustrated until the mind slumbers." There is surely a good deal of truth in this statement, and the condemnation should be borne in mind by the illustrators of literature for the young. The illustrator of the literature of fiction should give, with regard to his subject matter, only such material representations of stories as are necessary to enable the imagination to produce a series of more or less clear mental pictures of each story. He should not give such detailed interpretations of the text as leave nothing to the imagination whatever. With this limitation the writer claims to reconcile his own particular treatment of illustrations suitable for a classroom frieze.

Now we could all do all sorts of wonderful things—if we were clever enough. This article shows how to be "clever enough"; not perhaps to do "wonderful things," but at any rate to produce highly decorative illustrations of real educational value; for the outlines of the accompanying drawings are not all original, as some have been traced from the outlines of line drawings by other artists. Every teacher can trace outlines, so every teacher can make drawings like the examples. The plate does not, of course, show a complete frieze; it merely gives examples of various styles of treatment of drawings. The silhouette is the basis of the whole set, and in some cases forms the whole of the drawing. It is peculiarly suitable for friezes for young children's classrooms for several reasons:—

1. The silhouette, by reason of the elimination of all except one essential detail, outline, can be clearly seen by the farthest child in the class.

2. "Young children," said Froebel, "begin by loving the stimulating colours, and like to have them in large masses." In the silhouette and its background these large masses and bold and bright colours can be presented.

3. Silhouettes have a lasting fascination for children, who delight in filling in again and again the missing details.

4. This filling in of missing details is exercise and training for the imagination.

In addition, silhouettes are the least difficult of execution, since once the outline is completed all that remains is to fill in with some flat dark colour. It will

be noticed that there is a little advancement in treatment between the top row of drawings and the bottom, an advancement which in the classroom will run concurrently with the gradual progress in the subject matter.

As it is the business of the school to brighten the lives of the children, the frieze should never be without its laugh, the laugh that "doeth good like medicine," and so the drawings in the first two rows are all amusing. The decorativeness of the first drawing is achieved by intricacy of outline. It would be very effective in intense ivory black on white paper. These remarks apply equally to the Teddy Tail picture. The second drawing may be made in two ways; either by leaving the figures white and filling in the rest, or by painting the figures in Chinese white on coloured paper. In the latter case the outlines would have to be traced down by means of a paper with a chalked surface. The third drawing is so simple of outline that, as is indicated by the ruled background, it should be painted on a tinted paper. The drawing of the three little pigs shows a slight elaboration. Had the whole of the outlines been filled in a level tone the bundles and scarves would have appeared as ugly excrescences. The bottom row, which consists of illustrations to stories suitable for children a little older, shows in two cases an attempt to aid the imagination by means of a background. In the first picture, an illustration to "The Little Lombard Sentinel," the enemy is, in imagination, just over the hill. The boy and the air-ball is an illustration to a very funny story by the Countess Evelyn Martinengo Cesaresco. The boy with the turkey is the boy in "The Christmas Carol."

Just as the children love gay colours so they love variety, and it is not intended that all the silhouettes should be painted black; intense blues, reds, and browns are all suitable. But there is one thing in which the drawings should show a uniformity, namely in depth, and this can easily be obtained by means of simple decorative borders and coloured mounts.

The first design "Down came a blackbird" is slightly adapted from "My own Nursery Rhyme Book" (Oxford University Press); the second, fourth and sixth ("Fighting for the Crown," "Three little pigs" and "What are you up to here?") are from "The Children's Encyclopedia" edited by Arthur Mee (Fleetway House, London); "Simple Simon fishing in a pail" is adapted from Royal Treasury Reader, Part I, "Doors of Gold" (Nelson); "Teddy Tail" is from the *Daily Mail*; "Up went the air-ball" is from Countess Martinengo Cesaresco's "Fairies' Fountain" (Fisher Unwin); and "Here's the Turkey" is from "Gateways to Bookland," Book IV, "Vistas of Romance" (MacDougall's Educational Co., Edinburgh).

Citizenship Essays.

In a "World Essay Contest" organised by the American School Citizenship League in co-operation with the League of Nations Union the first prize in the training college section was awarded to Clarence R. Athearn, School of Education, Boston University (Mass.), and in the secondary school section to Miss Jenny R. Johnstone, International People's College (Secondary School), Elsinore, Denmark.

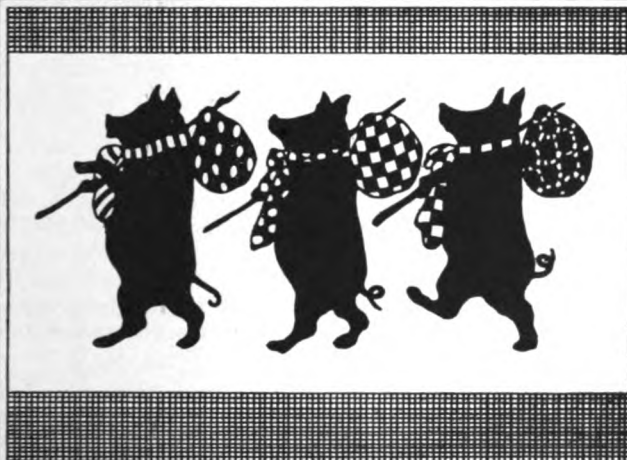
LITERATURE FRIEZES FOR LOWER SCHOOL CLASSROOMS



Down Came a Blackbird

Fighting for the Crown

Simple Simon



The Three Little Pigs

Teddy Tail and Doctor Beetle



Ouren Oliver

"What are you up to?"

Up went the air-ball

"Here's the Turkey"

COMPETITIONS.

Result of November Competitions.

I. *An Alphabet of History.*

The writers of the recently published Official Report on the Teaching of History would gain little encouragement from our competitors in regard to their suggestion that all children should learn by rote twenty-six dates. A symposium on the subject will be found in our Schoolcraft Section. Our two prizes, amounting to THREE GUINEAS, are divided equally between

MISS F. M. WALMSLEY, ASHDOWN PARK, COLEMAN'S HATCH, SUSSEX,

MR. P. A. WOOD, 10, ALDERMARY ROAD, BROMLEY, and
MR. H. L. EARL, VANESSA, RAWLYN ROAD, TORQUAY.

An Alphabet with Reasons.

Mr. Earl says :—

" I regard the following dates as important epochs in History, not as isolated events, but as causes of a series of effects."

- B.C. 55. *Cæsar's Invasion of Britain*, leading to 400 years of Roman influence.
- A.D. 449. *English invasions begin*, driving the Celts westward.
1066. *Battle of Senlac* (either a Norman Conquest, or completion of Normanising influence begun under the Confessor).
1215. *Magna Carta*, not only important as basis of right and liberty, but as starting-point of the alliance of barons and people against the power of the Crown.
1453. *Taking of Constantinople by the Turks*, leading to discovery of fresh trade-routes to the East.
1492. *Discovery of the New World.*
1497. *Cape Route to India explored.* Of the greatest importance, until the making of the Suez Canal.
- 1536-1539. *Suppression of smaller and larger monasteries.* Leads to Pilgrimage of Grace, and Poor Law of Elizabeth; also to firm resistance to Catholic reaction by holders of Abbey lands.
1571. *Naval Victory over Turks at Lepanto*—first serious check to Turkish advance in the Mediterranean.
1587. *Execution of Mary of Scotland*, removal of the last serious threat to Protestant ascendancy in England.
1588. *Defeat of the Spanish Armada*—starting-point of English attacks on Spanish America.
1606. *Renewed Colonising of Virginia*—beginning of British Empire.
1679. *Habeas Corpus Act.*
1689. *English Revolution*—drift of power from Crown to Parliament.
1707. *Union with Scotland.*
1713. *Treaty of Utrecht*, settlement of Europe, followed by entente between England and France, lasting twenty-seven years.
1740. *Invasion of Silesia by Frederick II*, leading to war period, lasting until 1815.
1759. *Conquest of French Canada*, leading to permanent British occupation.
1776. *Declaration of American Independence.*
1789. *Taking of the Bastille*, leading to twenty-five years of world-wide war.
1800. *Union with Ireland*, leading to a century of unrest.
1807. *Peace with Tilsit*, partition of Prussia, leading to war of 1870.
1815. *Battle of Waterloo*, new arrangement of map of Europe, lasting forty years.
1832. *Reform of Parliament*, transferring political power from landowning to middle class.
1870. *National Education in England.*
1871. *German Empire Proclaimed*, leading to German struggle for domination.

JANUARY COMPETITION.

I. For competitors of any age.

A Prize of Two Guineas is offered for

A Programme of National Education.

Competitors may imagine that they are at the head of the Board of Education in a new Ministry. They are invited to describe their policy in 500 words or less.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

The Poem I like best.

The prizes will go to those who write out the poem in the neatest style. Decorations are allowed, but they should be in keeping with the poem chosen.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The last date for sending in is the 1st of February, and the results will be published on the 1st of March.

The Editor's decision is final.

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

January, 1849.

THE EDUCATION OF THE MIDDLE CLASSES.

The volumes of the Minutes of the Committee of Council on Education for 1847-8 contain a mass of information. . . . The feeling produced in our minds is one of mortification and regret that, whilst so much has been, and is being, accomplished for the lower orders in this country, and for all classes on the Continent of Europe, so little has been achieved, or rather that nothing has been attempted by Government on behalf of the middle classes of the British people We have great respect for the result of competition, but we would have some check placed upon the present indiscriminate admission of all persons, even of the grossly ignorant, to this competition. . . . We cannot believe that the Government has any intention to leave the work . . . incomplete . . . We incline rather to the belief that *it will, eventually, do too much.*—(From a leading article: "The Education of the Middle Classes.")

Unless the teachers of the middle classes speedily reform themselves; unless they beg, as for a boon, for the imposition of those checks and guarantees which at present many of them absurdly regard as badges of servitude; unless, finally, they honestly and seriously resolve to make themselves worthy of their high calling; they will at no distant date find the ground slipping from beneath their feet, their deceitful prosperity will have disappeared, and from a position of honour and respectability they will be precipitated into a gulf of neglect and contumely.—(From a review of "Solutions to the Questions of the General Examination at Easter, 1848, conducted by Her Majesty's Inspectors of Schools for awarding Certificates.")

"FOR PRESENTS OR PRIZE BOOKS."

THE ILLUSTRATED JUVENILE KEEPSAKE; or Amusement and Instruction. Embellished with upwards of Sixty elegant Engravings on wood.

TALES OF SPRING FLOWERS AND SUMMER BLOSSOMS, for the young and good.

EDUCATION ABROAD.

SCHOOLMARMS.

By MURIEL HOLBROOK.

I.—"ROUGH TRAVELLING."

The following is the first of a short series of sketches of school life in Canada.

On through the forest the train laboured. Lumber and merchandise, gravel and horses, machinery and passengers, swayed and swung on the new, uneven roadbed.

Silent and motionless the forest pressed, until a burnt clearing was reached, where the buildings of the little settlement, strung in a line facing the track, were backed by the charred and branchless trees, which were sending up slim saplings. The forest is hard to subdue.

For eight hours the train had rumbled on, with occasional stops at the little clearings, the last of which was reached at sunset.

It was the end of the steel, and the passengers filed across to the hotel for supper.

It was a rough unfinished lumber place, with oilcloth covered tables, and a silent French woman, proprietor and cook, set, without question, before each guest a number of small dishes. One contained a remnant of cold pork, one a portion of sausage, one some pickled fish, and one a cold boiled potato. A cup of tepid tea, slopped over into the saucer, completed the course.

The men around the tables continued their talk of the train—building railways, bridges, the gold of these Northern rivers, where one could pan and make wages; the rivers, whose bars yield heavily at low water; other rivers, whose bars would pay the national debt if the water could be diverted.

The door opened, and a man glancing over the company, came across to the one girl there.

"Are you the teacher hired for Sunny North school?"

"I guess so."

"You have to take livery out. They'll be here for you as soon as you're through."

She finished her meal, paying no attention to the fifty men around her, as she had paid no attention to them on the train. Some men were waiting their turn to sit down to eat, some had finished and sat on benches around the walls, smoking. All belonged to the construction gang.

"How far do I go?" she asked the driver of the truck as they left the clearing behind.

"Nine miles, and then some."

"'Some' is right, I guess," she remarked.

"I'll tell the world."

She was set down at a log house by the roadside. An elderly, bustling woman opened the door to her.

"You're the teacher for Sunny North, I guess. The Trustees are coming after you in the morning."

There were four men sitting around the lamplit table, talking furs and trapping, and examining muskrat, wolf, weasel, fox and lynx skins.

The tall Norwegian fur-buyer told of trips into the North country, and a French-Canadian told of trapping in the forests of Quebec. They graded the furs and bound them in packs, and discussed the route of next day's journey, and about eleven o'clock the mother

took the two little girls, who were cuddled up asleep on the men's knees, and put one in each of the two beds, separated by a wooden partition.

The mother and teacher shared one bed with one child, and the buyer and the father and a child shared the other. A curtain screened the beds from the living-room, where the rest of the men rolled themselves in blankets and slept on the floor.

Next morning a Londoner, veteran of the Boer War, called for the teacher. It was raw and cold, with snow flurries. The going was slow; mudholes were frequent, and stumps stood up in the trail which ran, a narrow blaze, through the forest, due north.

The girl, huddled on a pile of hay, shuddered with cold.

Remnants of drifts, winter rotten and splashy; water so deep that it seeped through the wagon; rushes so tall and thick it was like a jungle; the horses plunging and floundering, churning up the soft mud at the bottom: jolting, bumping. The day wore on.

"You've a dandy team," the girl remarked in admiration, after one bad bit of trail, and the driver held forth on the virtues of his team, until she regretted having spoken.

At supper-time they arrived.

The house was built of logs, and the faces of the family were not less solid. They were French from Brittany. They rose in confusion. The woman invited the girl upstairs, ushering her with evident pride into a partitioned-off corner of the upstairs floor.

There was a cot, with a dressing table, and a chair with a basin and jug, covered with a shiny new towel.

In the outer room there were four beds and some trunks, and winter clothing hung on the log walls. All floors were absolutely bare.

She went down to supper at the oilcloth covered table. A bowl of thick pea-soup was placed in front of her, the spoon sticking up in the middle. The children sucked their spoons and eyed her sullenly. The husband and wife exchanged remarks, evidently about her.

Her driver came in, and when he had eaten he brought out papers to sign.

"You don't need to bring those out. I'm not staying," said the girl quietly.

"What's wrong?" he inquired.

"This." She indicated her surroundings.

The Frenchwoman was quick to comprehend.

"You not like my house?"

The girl shook her head.

"You not like pea-soup?"

She shook her head again.

"It is too bad, but I would please you stay. If you not stay, next teacher, she not stay, no. It take many years to get school. Now, new school, nice, and no place for teacher stay. Many childrens grow big, never go school. Never speak ze Engleesh. French no good in dis country. I would please you stay." It was the mother pleading.

"I'll stay if you build me a shack," compromised the girl.

"But yes, we shall build you ze shack, we shall build it queek."

"We can't build it till the roads are fit to haul supplies," objected the Londoner, who was on the School Board because he was the only man who could do the business in English.

"Have you a cot and an oil stove I could borrow?" asked the girl.

"Anything," declared the woman. "What you do?"

"I'll batch in the school," said the girl.

"It is so lonesome all in ze bush; you very brave girl, oh my!"

"Do you mean it?" asked the Londoner. "I batch because I have to, but it's different for a girl."

"I guess I'll make it."

"This sure isn't much of a place, but nobody else has any room. They're all French."

The cot and dishes and stove were put in the wagon, and the French woman added bread, butter, eggs, cream, salt pork, bottled fruit, and tea, for which she would accept no payment.

"I like if you stay," said the father as they jolted on to the school. "Next school, teacher come and turn livery round, and go back; next teacher, she come, stay two hour, and go back; teacher not stay nevaire; all French; too lonesome in bush."

"Somebody's got to stay. These children must have a chance," said the girl as if she were telling herself the need for staying.

"Some girl, fourteen, never go to school," the Frenchman continued.

"Do they want school?" she asked.

"Sure, they cry. No school, fourteen year old, no English."

"That clinches it," said the girl.

The men built a roaring fire in the new school, bare and cheerless, smelling of paint. They brought in wood, dipped her a pail of water from a slough, and climbed into the wagon.

"By gosh! You've got more nerve than I have. I should beat it back to town if I'd that to face," said the Englishman, looking back into the bare schoolroom.

"Yes; but somebody's got to give those girls a chance," she said smiling, as she waved good-bye.

Tokio University Library.

At a representative meeting at Burlington House called by the British Academy, Lord Balfour, the President, drew attention to the destruction of the Library of Tokio University in the fire which followed the great earthquake of 1st September. A letter from the President of the Tokio Imperial University to Sir Israel Gollancz, secretary of the British Academy, asking for gifts of books, was read, and on the motion of the High Commissioner for India an executive committee was appointed to superintend the work of collecting the books and preventing confusion and duplication, appeals having been already made to the universities and other learned bodies, which had been sympathetically considered. The British Academy was taking action on an appeal from the Foreign Office, said Lord Balfour, and the course was similar to that adopted in 1915 in the case of the Library of Louvain, which worked satisfactorily.

EDUCATION IN HOLLAND.

By L. F. RAMSEY.

Holland is a little country and is apt to get overlooked when educational systems are being discussed. Yet of all the European countries there is none where the training of boys and girls for life is so highly organized and none where the teachers are more efficient.

Everywhere in Holland there is co-education, except in Roman Catholic schools. From six to thirteen every child is compelled to attend school daily from nine to twelve in the morning and from two to four in the afternoon. Wednesday and Saturday afternoons are free. Each hour counts as fifty minutes, so that there is ten minutes pause between each lesson.

The schools are not free. Everyone pays something, unless the parents are absolutely without means. The fees are graded according to income, so that education may be regarded as a form of income tax. The rich man's son, paying high fees, may sit next to his gardener's son, who pays next to nothing.

At thirteen children may leave or they may go on to secondary schools (the so-called H.B.S.) or to extended elementary schools, or to commercial schools. It all depends upon a child's destined future.

On entering the H.B.S. children do not have to waste a year or two "getting into things." The first year is divided into three sections, according to the careers the pupils are to follow afterwards. The first section is the gymnasium class, of which the pupils will later on study Latin and Greek, because they are intended for the so-called learned professions. The second section takes no ancient languages at all, but starts at once studying modern languages, history, geography, drawing, and biology. The third section learns commercial subjects, so that after three years at the H.B.S. the pupils can take a course at a commercial school.

It is obvious therefore that from the moment a child enters a secondary school it is decided what trade or profession he or she is to follow in after life. My Dutch friends all express great astonishment that this should present any difficulty. "You can always tell from a child's games what sort of calling he shows a taste for," they say.

"But suppose you can't tell?"

"Oh, then, he must be a clerk or follow some calling where he has to obey others."

From the beginning of a child's High School life all his training is directed to a definite end. When, at eighteen or nineteen, he desires to go on to the university, he cannot vaguely pursue a course without knowing what that end is to be. Before you can enter a Dutch university you have to state what diploma you wish to take. If a boy wishes to become an engineer he has to go to Delft University. But even then he cannot just say: "I want to be an engineer." He has to state which diploma he will study for—civil engineering, mining engineering, chemical engineering and so on. Girls also go to Delft to study. Most of them take up chemical engineering. If a boy or girl wishes to become a professor of modern languages he or she pursues a course at Groningen University. To become a doctor he goes to Amsterdam; a clergyman, to Leyden; a lawyer, to Utrecht.

The system of examination is very different from ours. When a student is ready to take his diploma he must notify the University. There is no set time at which the examinations are held, and all of them are *viva voce*. On the day appointed the student goes alone before a board of examiners and is questioned by any or all of the professors. Any of the general public can be present if they wish.

The result of this system of education is seen in what is to me the most marked feature of Dutch character, namely, decision. From the outset of their school career all their training is directed to a definite end. There is no wavering or uncertainty about it.

All the teachers and professors, in school or university alike, are experts in what they have to teach. It matters not whether the school is in town or country. No one can teach without a certificate which it takes years to gain. Their course of study takes up their best years, so Dutch teachers are seldom young. But no Dutch child can ever hope to indulge in that sport dear to the heart of English schoolboys and more especially English schoolgirls, "flooring" a teacher. Dutch teachers are much too far above their pupils for this to be possible. As a natural consequence there is an absence in Dutch schoolboys and girls of that "cocksureness" and air of "I know more than you do and you're hopelessly out of date" which amuses some of us in our own country and irritates others. It is a feature of the ignorant and untrained, but you seldom come across it in Holland.

The Dutch, and more particularly the Dutch women, are the best listeners in the world. From their earliest childhood they have been trained in the aristocratic art of listening. Never do you see a Dutch woman waiting with her mouth open to get in a word as soon as you have done speaking. Instead you may see reflected on her face every emotion that you yourself feel as you talk to her. It is eminently flattering.

AN INTRODUCTION TO PROJECTIVE GEOMETRY: by R. M. Winger, Ph.D., Associate Professor of Mathematics, Washington. Pp. 443. 12s. 6d. net. (New York: D. C. Heath and Co. London: G. G. Harrap and Co.)

This book is designed for the use of three classes of students: the first year undergraduate, the scholarship candidate, and the teacher who seeks a "proper orientation of elementary mathematics."

There are chapters dealing with duality, projection, projective co-ordinates, the conic collineations and involutions, binary forms, algebraic invariants, the conic as a rational curve and as a ternary form, collineations in a plane, cubic involutions and non-Euclidean geometry. Outstanding features among these are a constant use of the principle of duality throughout, an algebraic as well as geometrical discussion of the line at infinity; quadratic involutions are developed by projective methods, binary forms and algebraic invariants depend mainly on the polar process.

The first chapter, called "Essential Constants," seems to be designed to broaden the views either of teachers or students who have mastered the elementary methods of analytical geometry without pausing to think. Such are unfortunately only too common. At the same time, we feel that the remainder of the book will be more useful to the other class mentioned above—*i.e.*, the university students.

There is room for a shorter book dealing less completely with the topics of this one, which will not be beyond the opportunities in time and training of the scholarship candidate and his teacher.

ASSOCIATION NEWS.

The Teachers Council.

During the past month there has been an increase in the number of applications received, especially from assistant masters in secondary schools. The Incorporated Association of Assistant Masters has recently made a special and successful effort to remind its members of the importance of Registration.

A special committee of the Council is now at work on the difficult problems connected with the framing of a Code of Professional Conduct. This task is being carried out in close co-operation with the officials of the Board of Education, and it is anticipated that an agreed joint policy will be established so that a teacher whose name is removed from the Official Register will also lose State recognition and *vice-versa*.

At the November meeting of the Council it was resolved:

"That the period during which the modification regarding Training in Teaching is in force be extended to the end of 1924, but applicants shall now be required to produce evidence of attendance at an approved vacation course or courses for a minimum period of one month. This modification applies only to applicants who are qualified in respect of attainments and have had satisfactory teaching experience."

The Council also considered the question of the dismissal of married women teachers by certain Local Authorities, and passed the following resolution:

"That the Council affirms that it cannot regard the fact of marriage alone as a sufficient reason for the dismissal of women teachers, since the Council does not refuse to admit married women to Registration, and especially as the Board of Education and the Council do not withdraw recognition from qualified women teachers upon marriage."

The College of Preceptors.

At the December meeting of the Council it was announced that the Teachers Registration Council had decided to accept, as satisfying the Conditions of Registration in regard to attainments, the Diploma of Licentiate of the College (L.C.P.), if gained under the present regulations, provided that the College agreed to the Council being represented on the examining body. This stipulation was unanimously accepted by the College Council.

The Education Guild.

During the autumn three "At-Homes" were held in the Guild House for the purpose of offering a welcome to teachers who have taken up their duties in London this term. All were successful, although the number of guests was less than was hoped for.

A Teachers' Labour League.

This Association has for its object the bringing together of teachers of all grades who sympathise with the Labour point of view, and who regard education as a prime political issue. It therefore makes an appeal to individual teachers and not to Associations as such. Believing that no educational reform of any appreciable significance is likely to be brought about in this country except by the power and influence of the Labour movement, it appeals to those who have become convinced that the only hope for educational progress or for an improved status for the profession lies in union with other groups and associations of workers. The promoters state that they impose no test for membership, except willingness to co-operate with the Labour movement; both men and women teachers, of whatever grade or professional association, can unite with them in support of a common policy. Forms of membership and further particulars may be obtained from the Secretary, Mr. D. Capper, 1, Mentmore Villas, Dorset Road, Mottingham, S.E.9.

The Incorporated Society of Musicians.

The thirty-fourth annual conference of the society is being held at Cambridge (31 December to 4 January). Lecturers and speakers include the Rev. Dr. Stokes ("The History of Old Cambridge"), Sir Hugh Allen, Sir Dan Godfrey ("Municipal Music and its influence upon Musical Education"), Sir Walford H. Davies ("On Five Points in Teaching—especially on one"), Dr. Eaglefield Hull ("The Technical Aspect"), Mr. Eugene Goossens ("The Composer's Aspect"), Mr. Edward J. Dent ("The Historical Aspect"), and the Rev. W. Fiddian Moulton and others will speak on "The Place of the Amateur in Music."

BLUE BOOK SUMMARY.

FROM A CORRESPONDENT.

Recognition of War Service.

Circular 1318 must be read in conjunction with Circulars 1227 and 1244 issued in 1921, since it modifies in some important matters the limitations on the recognition of war service for salary purposes—it has nothing to do with superannuation purposes—laid down in the last two. The Board is now prepared "to consider proposals of Local Education Authorities and governing bodies to make exceptions to these conditions (i.e., 'limitations') in the cases" referred to in the Circular.

A period of disablement of not more than twelve months may be counted in cases where men teachers produce evidence that they were unable to resume teaching or to complete their preparation for teaching, after demobilisation, owing to medical treatment for wounds or other disabilities contracted when on war service with the forces. In the case of men in recognised service in England, Wales and Scotland before the war, the term "war service" includes combatant service with the Allied armies.

Circular 1227, of August 19, 1921, it will be remembered, allowed local authorities to treat the war service of those men "who were in definite stages of acquiring qualifications for employment as certificated teachers" as qualifying for increments on their appropriate scales. Paragraph 5 of this Circular, 1318, begins by stating that "exceptions may be made to the conditions specified in paragraph 3 of Circular 1227 in the following cases." But there are no "conditions" in paragraph 3. Paragraph 5 is really an amended version of the "cases" of the paragraph 3 in question: Under 5 (a) and (b) students accepted for admission, and pupil teachers and student teachers not accepted, but qualified for admission, to a Training College, may now have "passed the acting teacher's examination not later than the first examination following the expiry of twelve months from the date of demobilisation." Also are included

Uncertificated teachers of not more than two years' standing at the time of joining the Forces *who were unable to enter a Training College within 12 months owing to wounds or other disabilities contracted on war service or to lack of Training College accommodation and who either:*

- (i) Entered a Training College within *two years* of demobilisation (or of the Armistice if demobilisation took place before the Armistice) and completed a course of training satisfactorily; or
- (ii) passed the Acting Teachers' Examination not later than the next examination following the expiry of *two years* from the date of demobilisation.

War service in the case of handicraft teachers in training before enlistment may be counted for recognition for salary purposes, but this does not apply to other teachers who claim to have been preparing, for example, for the City and Guilds Examination (5d).

Public elementary school teachers who immediately before enlistment were serving in approved educational institutions and who at that time held academic qualifications for recognition under the Code, may for the purposes of Circulars 1227 and 1318 be regarded as though they had been recognised under the Code at the earliest date from which recognition could have been given, if all their service had been in Public Elementary Schools. (paragraph 5 (e).)

Paragraph 6 of the Circular interprets the words "at the first opportunity" in paragraph 5 (a) of Circular 1244, so as not to exclude the counting of military service of teachers who spent a limited period after demobilisation "in obtaining industrial, professional or research experience, where it can be shown that such experience was a necessary qualification for the teaching post taken up by the teacher." "Paragraph 6 (c) of Circular 1244 will not be interpreted as preventing the extension of the benefits of paragraph 5 (*mutatis mutandis*) to men teachers who possess suitable and substantial qualifications based upon full-time study even though those qualifications are not accepted by the Board as equivalent to a degree. In such cases the normal period of full-time study required for the qualification should be substituted for 'three years' in paragraph 5 (b) of Circular 1244." (paragraph 6 (b).)

It will be observed that the Board adheres to its exclusion of non-combatant service of men (and therefore of women) in this matter of recognition of war service for salary purposes.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Pedagogics.

There is a growing feeling among members of the Executive of the Union, as well as among the rank and file, that owing to the time and attention needed to safeguard the material interests of members insufficient attention is being given to the educational activities of the Union. Accordingly there is evident a reawakening of interest in educational research. Sub-committees are sitting and active enquiries are in progress in various directions. The teaching of English is occupying attention just now, and there is close co-operation between the secondary and primary committees in connection with this matter. Also, there is a sub-committee at work to explore the possibility of Union help and direction in the establishment of lectures for teachers on various branches of the teacher's work.

Staff Reductions.

The policy of reducing staffs in the primary schools is still pursued regardless of the inevitable consequence. London has now consented to compel head teachers of schools whose average attendance falls below 250 to become responsible for a class either whole time or half-time in order that the number of class teachers in the London service may be reduced by 360, or, allowing for additional "supply" teachers, by 300. It is estimated the consequent saving to the Council will be £56,000 a year. The head teachers are to keep records of their teaching. London is no longer an example to the rest of the country in staffing. The Council now employs unqualified women in the schools and has increased the number of pupils for individual certificated teachers.

The General Election.

So far as the Union is concerned the election has made no difference in the number of its adopted candidates with a seat in the House of Commons. Mr. W. G. Cove, ex-President of the N.U.T., was successful at Wellingborough, and Mr. C. W. Crook was defeated at East Ham. We are sorry so excellent an educationist as Mr. Crook failed to retain his seat. He did splendid work in connection with Lady Astor's Bill and could be relied on to support a generous policy on education. Mr. W. G. Cove, whom we heartily congratulate on his success, will be a tower of strength to his party in support of their forward education policy. He is a young man and should go far. Primary school teachers much regret the defeat of Mr. Chuter Ede, who, during his short time in the House, never missed an opportunity to champion the cause of education. The Union being non-political is well content with the results of the election. So far as education is concerned the new House of Commons promises to be more sympathetic than the old.

Salaries.

Mr. Wood's letter was full of encouragement to local education authorities wishing to reduce salaries. The N.U.T. Panel of the Burnham Committee will not, therefore, regret the weakened authority of Mr. Wood consequent on the position in which the Government now finds itself. The Committee met again on the 14th December, and we imagine Sir James Yoxall, the teachers' spokesman, did not fail to make full use of the turn taken in the political world. There is every reason to proceed slowly and to "wait and see."

The teachers' panel may now expect to succeed in making the adoption of the new allocated scales compulsory on the local education authorities. The maintenance of a national agreement has more sympathisers in the new Parliament than in the old, and to that extent the outlook for teachers employed by reactionary authorities is brighter. The teachers believe they have two matters they can bargain with in negotiating the new scales, viz., the continuance of the 5 per cent. reduction beyond 31st March, 1924, and the still unsettled Lowestoft case. They may be trusted to make full use of them—with what result remains to be seen.

The constitution of the Burnham Committee, beyond the addition of three new members to each panel, remains the same, i.e., the teachers' panel will consist of representatives of the N.U.T. only. We believe other organisations have asked to be represented, but the local education authorities are quite satisfied that in negotiating with the N.U.T. Executive they are negotiating with men and women representing all the interests.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**PERSONAL NOTES.****The Universities and the General Election.**

The following candidates were successful in the General Election: Oxford (2): Sir C. Oman (U.) and Lord Hugh Cecil (U.). No change. Cambridge (2): Mr. J. F. P. Rawlinson, K.C. (U.) and Sir Geoffrey Butler (U.). Unionist gain. London: Sir S. Russell-Wells (U.). No change. Combined English (2): Sir Martin Conway (U.) and Mr. H. A. L. Fisher (L.). No change. Scotland (3): Sir H. Craik (U.), Sir G. Berry (U.) and Mr. D. M. Cowan (L.). Unopposed. Queen's, Belfast: Col. T. Sinclair (U.). Unopposed.

L.C.C. Education Committee.

The Education Committee of the London County Council will have three members in the new House of Commons: Mr. Ammon, Sir Cyril Cobb, and Miss Susan Lawrence, who served on the London School Board and was one of the first two women members to be elected to the L.C.C. in 1910.

Diplomas at London University.

The University of London has instituted a Diploma in Theology. This is the twelfth diploma awarded, the others being in Fine Art, Geography, Journalism, Librarianship, Psychology, Slavonic Studies, Sociology and Social Administration, Pedagogy, Town Planning and Civic Architecture, Town Planning and Civic Engineering, and Dramatic Art. A Committee on Music has been appointed.

County Support for London University.

The new system by which surrounding counties and boroughs which send students to the University of London contribute to the University's funds has now developed into an important factor in the University's finances. The block grants from Essex, Kent, Middlesex, Surrey, Croydon, Southend, and East Ham for 1923-4 amount to £9,590.

Scholarships in Social Economics.

By a bequest under the will of the late Miss A. E. Metcalfe a scholarship and a studentship for women will be founded for the encouragement of the study of social economics and industrial conditions, tenable at the London School of Economics.

Some London Scholarships.

A number of scholarships and exhibitions tenable at Colleges and Medical Schools in London will be competed for next April and June; full information and entry forms may be obtained from the Secretary of the London Inter-Collegiate Scholarships Board, S. C. Ranner, the Medical School, King's College Hospital, Denmark Hill, London, S.E.5.

Research Studentship in Greek.

Professor Murray's offer "to endow a Research Studentship in Greek Literature for a period not exceeding five years during his own tenure of the Professorship of Greek" at Oxford has been gratefully accepted by Convocation. The appointment—for one year only in the first instance—carries with it £300 a year.

Birmingham University.

The Council of the University of Birmingham has gratefully accepted the offer of £20,000 from Mr. Henry Barber to endow a Professorial Chair of Law in the University. Mr. Barber was an original subscriber to the endowment of the University when funds were being raised for that purpose by the late Mr. Joseph Chamberlain.

A University Country Club.

Under the chairmanship of Mr. Percy Broadbent Ingham and with Mr. Thomas Lloyd Humberstone as managing director and secretary, a University Country Club is to be provided at Whiteleaf, Princes Risborough—where—to quote the prospectus—University teachers and alumni can "make their souls." Golf, lawn tennis, swimming are indicated, and sites are available on land belonging to the Company for building houses. University graduates and others interested are invited to communicate with the secretary at 15, Gower Street, London, W.C.1.

Eurhythmic Demonstration.

On Friday, 11th January, at 2-30 p.m., M. Jaques-Dalcroze, assisted by Miss Gertrude Ingham and Miss Mona Swann, will give lecture-demonstrations in the Princes Theatre, Shaftesbury Avenue, London, with children from Moira House, Eastbourne. The work shown will include language eurhythmics. A demonstration will also be given at 10-30 a.m. on Saturday, 12th January, in connection with the annual meeting.

Mr. A. F. Schofield.

Mr. A. F. Schofield, M.A., who has been appointed University Librarian, Cambridge, as successor to the late Mr. Francis Jenkinson, has been elected to a Fellowship at King's College. Mr. Schofield, after taking his degree from King's College in 1906, served for a number of years in the Public Records Office, Calcutta. After the war he was appointed Fellow and Librarian of Trinity College, Cambridge.

Mr. H. J. George.

Mr. H. J. George, M.A., who has been elected to a Fellowship for Chemistry at Jesus College, Oxford, was a scholar of Jesus 1911-14 and obtained First Class Honours in the Final School of Natural Science (Chemistry). He served in Gallipoli, Mesopotamia, and India, and was attached to the Headquarters Staff of the Ministry of Munitions, Explosives Department. Since 1919 he has been Research Fellow of Jesus College and Lecturer in Chemistry.

Mr. P. A. Seymour.

Mr. P. A. Seymour, M.A., who has been elected to a Fellowship for Classics and Ancient History at Jesus College, Oxford, graduated in the University of Melbourne in Classics with First Class Honours in 1907 and was afterwards a scholar of Jesus College and obtained a First Class in Lit. Hum. in 1912. From 1914 to 1921 he was lecturer in Philosophy in the University of Queensland, and since that time has been Lecturer in Ancient History at Jesus College.

Mme. Montessori.

On 11th December the Senate of the University of Durham conferred upon Mme. Montessori the Honorary Degree of D.Litt. Professor J. Wright Duff, D.Litt., LL.D., Vice-Principal of Armstrong College, Newcastle-upon-Tyne, in presenting Mme. Montessori at Convocation and referring to her well-known educational work, especially for mentally deficient children, remarked that Mme. Montessori was the first woman to receive a Doctorate of Medicine from the University of Rome.

Mme. Curie.

A Bill is being promoted in France to give a life pension to Mme. Curie, who, with her husband, discovered radium.

Miss Sadie Isaacs, B.A.

To come out at the head of the First Class English Honours List (London) and to win a special award—the George Smith Studentship valued at £100—is a fine achievement for a blind girl. Miss Sadie Isaacs, who became blind at the age of eight, is now twenty-two, and has done all her work in Braille.

Obituary.

Professor T. G. Bonney, F.R.S., hon. Canon of Manchester and Senior Fellow of St. John's College, Cambridge, has died at the age of ninety. He was educated at Uppingham and St. John's College; in 1850 he was 12th Wrangler and 16th in the Second Class of the Classical Tripos. He was a mathematical master at Westminster, College Lecturer in Geology, Professor of Geology at University College, London; secretary of the British Association, and in 1901 he was created Emeritus Professor.

The death of Professor James Harkness, of McGill University, is announced by Reuter. Professor Harkness was educated at Derby School and Trinity College, Cambridge; he was 8th Wrangler, and also attained high honours at London University. He was Associate Professor of Mathematics at Bryn Mawr College, Pennsylvania, and from 1903 to 1913 he occupied the Peter Redpath Chair of Pure Mathematics at McGill University, Montreal.

The late Rev. J. M. Vaisey-Hope, Lecturer and Chaplain of Clare College, Cambridge, took a First in the Classical Tripos in 1881; after three years as a master in his old school, St. Paul's, he matriculated at Oxford, obtaining Firsts in Classical Mods. and Greats, the Ireland and Craven University Scholarships and the Green Moral Philosophy Prize. Later he was a Divinity Lecturer in London, Fellow of St. Augustine's College, Canterbury, and headmaster of King James I's School, Bewdley.

Mrs. Dicey (*nee* Elinor Bonham Carter), who died last month at Oxford, in earlier life co-operated with Miss Clough in the founding of Newnham College, Cambridge, and was, after her marriage to Professor Dicey, a member of the Council of Somerville College, Oxford, and a life-long friend and benefactor.

NEWS ITEMS.

Scientific Novelties.

So successful was the Exhibition held at King's College, London, last winter, for the hospitals of London, that the experiment is being repeated this year. The Exhibition will be open until 9th January from 2 to 9 p.m. Experiments and short lectures by scientists form an attractive feature.

British Teachers for Canada.

Three parties of teachers were due to leave for overseas on 21st and 28th December and on 15th February by the Montclare, Montcalm, and Metagama. Teachers wishing to take up this work should communicate with the Rev. P. J. Andrews, 13, Victoria Street, Westminster. Every facility is placed at the disposal of the teacher in London, and overseas committees do all in their power to care for the teachers and initiate them into their new surroundings. Loan bursaries are granted to suitable candidates who cannot pay their own way.

The Oxford Professorship of Poetry.

Mr. Heathcote Garrod, Tutor and Fellow of Merton College, has been elected to the Oxford Professorship of Poetry by 278 votes to 144 polled by Mr. J. C. Bailey, M.A., of New College.

Godstow Nunnery.

The ruins of Godstow Nunnery, with twenty acres of adjoining land, have been presented to Oxford University by Mr. R. W. Fennell, of Wytham, "for ever"; the net income derived from the land is to be used for preservation of the ruins.

The Seatonian Prize.

The Seatonian Prize (value about £32) for the best English poem on a sacred subject has been awarded to the Rev. Telford Varley, M.A., Headmaster of the Peter Symonds School, Winchester. Mr. Varley won the prize in 1916.

Educating a Railway Staff.

Over 10,000 employees of the London, Midland and Scottish Railway Company are attending classes and lectures organised by the Company; some cycle many miles and others undertake an hour's railway journey to attend.

"Household Management."

London "Domestic Economy Scholarships" will in future be known as "Household Management Scholarships," the London Education Committee having decided that the new title conveys to parents a better idea of the type of instruction given.

Themistocles and "Rugger."

Mr. Edgar Wigram in *The Times* describes a stone base recently extracted from the walls of Themistocles on which a bas relief represents six youths playing Rugby football—"a throw-in from touch." *The London University Correspondent* asks: "Should we be celebrating the first or the twenty-fourth centenary of the birth of Rugby?"

Winter Sport.

Expeditions to Czecho-Slovakia and to Norway have been arranged by the National Union of Students for winter sports. In Norway the students are the guests of the students of Trondhjem.

Easter Island.

The news of the immediate sailing of the Scientific Expeditionary Research Association for the South Pacific has brought Easter Island again into prominence, with its mysterious rock figures and undeciphered writings, impressions and castings of which the party intends to bring back.

Norwegian Students' Strike.

A Reuter message from Christiania reports that of seven candidates sitting for a University examination in the "Modern Languages—history" section six laid down their pens and walked out of the hall, refusing to write the set thesis on "The comparison of adjectives in the Norwegian language." They stated that such a thesis was utterly unsuitable for a written paper.

Shakespeare in the Antipodes.

There are First Folios of Shakespeare's Plays in Australia and New Zealand, writes Mr. Hector Bolitho (Editor of *The Shakespearean Quarterly*) to *The Observer* from Sydney, N.S.W. "How far that little candle . . . !"

LETTERS TO THE EDITOR.

The Doh-Minor.—A Warning.

SIR,—The Tonic Sol-fa College desires to warn school teachers and others that in a certain series of songs, duets and trios now being published, what at first sight appears to be a tonic-sol-fa translation is, as far as the minor mode is concerned, nothing more than a mere travesty of that notation.

For instance, in one of the songs of this series the following simple phrase:—



is translated into what is termed the "Doh-Minor" notation, thus:—

{ d¹ | ta : s | f : ma.r | d : ta, la, | s₁ | }

instead of:—

{ l | s : m | r : d. t₁ | l₁ : s₁ . f₁ ' m₁ | }

Thus out of this simple phrase of ten notes not one of which is out of the key, no less than four are chromatically altered in the Doh-Minor version, thus making what is simplicity itself grotesque and difficult.

The Tonic Sol-fa College does not recognise this Doh-Minor notation, and is glad to find that all the leading music publishing firms in this country adhere to the rational Lah-Minor notation in translating the numerous oratorios, cantatas, masses, anthems, part-songs, school songs, etc., into the Tonic Sol-fa notation.

It should appear obvious that, as the Minor notation is the same in principle both in tonic sol-fa and staff, if any alteration is necessary in the one it is equally necessary in the other. Hence to be consistent the staff notation version of the above extract should have likewise appeared in the Doh-Minor notation, thus:—



But the publishers of the series of songs, etc., above referred to have taken good care not to alter the staff, for they know that if they did so they would have the whole of the musical world against them.

On behalf of the Tonic Sol-fa College.

WALTER HARRISON,

26, Bloomsbury Square,
London, W.C. 1.

Secretary.

AN APPEAL.

SIR,—In your November number you were good enough to publish a letter from Mrs. Sainsbury, wife of the President of the National Union of Teachers, appealing for funds on behalf of the teachers who retired on the meagre pensions in operation before the 1918 Act was passed. The response has been excellent, and up to date over £1,400 has been subscribed. The fund is still open, and further subscriptions will be welcomed by Mrs. Sainsbury, Cheyne Lodge, Thames Ditton.

All the circulars have now been receipted and returned to local N.U.T. secretaries, who have kindly agreed to distribute them in order to save a very large expenditure, and they should be in the hands of subscribers within a short time.

In some cases it has been impossible to identify contributors because no name of school or district appears on the circular. I shall be glad if subscribers who do not receive their receipts from their local secretaries will communicate with me, as it is possible that their sheets may be among the unidentified ones.

With many thanks on behalf of the Mrs. Sainsbury's Committee.

C. TERANCE,
Hon. Sec.

26, Yew Tree Road, W. 12.

LITERARY SECTION.

BOOKS AND THE MAN.

The Teacher in the Making.

In the autumn of 1921 the Garton Foundation Trustees instituted an enquiry into the training of teachers. This undertaking was in the nature of a sequel to the memorandum on the Industrial Situation after the War which was issued by the Foundation in 1916. In this valuable survey great stress was laid upon the importance of an efficient system of education. In this connexion a further consideration of the problems involved led the Trustees to the conclusion that the provision of a teaching force adequate in numbers and efficiency was a matter at once fundamental and urgent. Accordingly they promoted an enquiry, and the result has recently been published by the Oxford Press in a workmanlike volume of nearly five hundred pages. The author is Mr. Lance Jones, and he is to be congratulated very warmly on the care and skill which he has brought to the task of marshalling, in an interesting fashion and within a small space, the vast amount of material which demanded attention. That the Trustees of the Garton Foundation (Lord Balfour, Lord Esher, and Sir Richard Garton) were correct in their estimate of the importance of the enquiry is shown by the fact that last year the Board of Education thought it necessary to appoint a Departmental Committee "to review the arrangements for the Training of Teachers in Public Elementary Schools." This enquiry is restricted in scope and it is not unlikely that in the future the Garton Report will be quoted more often than will the Report of the Departmental Committee which will be published during the present year.

In the Introduction to the Garton Report there is quoted the saying of Guizot when introducing the Law of 1833 in the French Chamber of Deputies. He said :

"All the provisions hitherto described (for the organization of primary and higher primary instruction) would be of no effect if we took no pains to procure for the public school thus constituted an able teacher worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the teacher that makes the school."

It will be generally agreed that, in one sense at least, it is the teacher that makes the school, but those who give ready assent to this truism should be willing to go further and ask themselves : "If the teacher makes the school, what makes the teacher?" Some will answer promptly that teachers are born, not made ; a reply which ignores the fact that in a community which has undertaken to provide school instruction for all its young citizens to the age of fourteen there will be required a corps of teachers far in excess of any figure relating to the probable birth-rate of "born teachers." In sober truth this birth-rate is far below our needs, and hence we are compelled to consider how men and women of average mental endowment may gain the required equipment of knowledge and teaching skill, such as will justify the hope that some latent spark of enthusiasm will presently reveal itself and thus lead to their becoming teachers in reality as well as in name.

It is well known that our recruiting of teachers has reflected the mistaken view that for children in public elementary schools there should be provided a kind of teaching and a range of knowledge widely different from that provided for children of the same age who happen

to be attending a secondary school. The difference is reflected also in official regulations. In an elementary school the class may number sixty, and in a secondary school it must not as a rule exceed thirty-five. A person having the requisite academic knowledge may become a member of the staff or even head of a state secondary school without going through any course of training in teaching, but nobody may be head of a public elementary school, save the very smallest, who has not spent at least one year in a training college.

The headmaster of Eton or of Winchester would rank only as an uncertificated teacher in a public elementary school.

These and other anomalies are amusing but significant, as illustrating the English attitude towards popular education and the wide gulf which lay between schools for the well-to-do and schools for the comparatively poor. For the latter it has been thought satisfactory to provide teachers who were thoroughly well drilled in the management of large classes and in the technique of lesson giving while paying slight regard to the range and depth of their academic studies. They were taught to fire a gun with skill, but they were ill provided with ammunition. For teachers in secondary schools, on the other hand, the first requisite was held to be some measure of academic attainment (although, be it noted, there were 6,479 non-graduate teachers in state secondary schools out of a total of 16,482 so recently as 1921). A second desirable attribute was proficiency in games, which ranked above any proof of professional training in teaching as a qualification for a post in a secondary school for boys.

The development of secondary education under the Balfour Act of 1902 has served to bridge the old gulf between public elementary schools and the post-elementary institutions. It is now coming to be understood that there is an essential unity in all forms of teaching work. This common element will find recognition in a more comprehensive professional organization and in a form of professional training which represents a unity in diversity. The time has now come when we should consider afresh the whole body of problems connected with the recruitment and training of teachers, allowing for the inevitable employment of several grades of practitioners, but seeking to give to those in each grade a due meed of recognition and encouragement.

In the consideration of these matters the Garton Report will prove to be an invaluable document, setting forth, as it does, the historical development and the present position of professional training in a manner which is at once authoritative and interesting.

SCRUTATOR.

Since Waterloo.

By Robert Jones, D.Sc. (Constable. 7s. 6d. net). When this admirable work first appeared it was reviewed in our columns and we are glad to note that the publishers have found it possible to reduce the original price of 9s. 6d. to 7s. 6d. The volume should have a place on the shelves of all school libraries, especially those where modern ideas on the teaching of history are being developed.

REVIEWS.

SUPERNORMAL FACULTIES IN MAN.

By George H. Green.

SUPERNORMAL FACULTIES IN MAN: by Dr. Eugene Osty. Translated by Stanley de Brath. (Methuen and Co., London. 15s. net.)

It is not without significance that whereas the psychologist of a generation ago apparently found no difficulty in defining his study as "the science of the human mind," his successor is not content with such a definition. One limits the field of the science to behaviour, another to the study of purpose as revealed in activity, another to consciousness, another to experience. There is evident a widespread reluctance to take the mind for granted, as self-evident; and a tendency to regard it as something which we cannot know directly, something which becomes known to us only through a series of inferences from the observation of behaviour or the introspection of experience.

The difficulty of framing a satisfactory definition of mind has always been recognised. It was great enough when man knew only so much of his mental content as he might learn by crude introspective methods. Now that refinement of method has made wider and more precise knowledge available in this field, and there have been added the findings of experimental psychology, the difficulty has been increased rather than diminished. It was found not impossible to fit the conception of "subconsciousness" into a system of psychology, which beginning with the definition of the study as the "science of mind," was developed through introspective methods, checked and interpreted wherever possible by the results of experimental and comparative psychology. But the "unconscious" of the Freudians cannot be dealt with in this way. Although it is possible to develop a consistent body of knowledge on a basis of objective observations, and at the same time to develop another by means of introspective methods, the difficulty of discovering what it is that is being spoken of in these diverse ways seems destined to remain. The behaviourist and the introspectionist cannot reconcile their findings.

The difficulty of reconciling the results of Dr. Osty's research with anything that he has hitherto learned is one of the difficulties that confronts the reader of the book under review. Dr. Osty writes of his experiments in connection with what he terms "metagnomy," which is much the same thing as "psychometry" in this country. The psychometrist claims that by handling something that has been in contact with a person, he is himself able to establish contact with that person, to know details of his life, his appearance, his character and his health; to know something of his past, his present and his future.

Throughout the ages a belief in the power of certain people to see and hear, free of the conditions which space and time impose on the majority of men, has persisted. Such power has been popularly attributed to the prophet, the seer, the wise man, the medicine man, and the fortune teller. In our own day it has become the custom to explain the alleged miracles by charges of fraud or by telepathy. We speak vaguely of intuition, of the "subconscious" or the "unconscious"; more vaguely still of a "collective unconscious," whatever this may be. Nevertheless, the popular belief persists, and it is far more profitable to be a Bond Street charlatan than to be the professor who exposes him.

Dr. Osty has experimented for more than twelve years upon a number of subjects, some of whom were already aware that they had these powers, whilst others were unaware until he induced them to make the attempt. He has sought to eliminate all possibility of explanation by fraud, telepathy, intuition, or subconscious *rapport*. He is obviously anxious to prove the existence in his subjects of a special and hitherto unrecognised faculty of cognition, independent of the ordinary channels of sensation.

The cases presented are divided into three groups, viz., those in which—

- (1) The metagnomic delineator is in the presence of the person delineated.
- (2) The metagnomic delineator is removed from him in space.
- (3) The metagnomic delineator is removed from him in time.

One of the most interesting cases recorded is that which concerns the disappearance of an old man, who left his home to take a walk and never returned. Dr. Osty was asked by the manager of some estates in the neighbourhood if he could help in tracing the man, after a long and careful search had failed.

He was furnished with an accurate description of the appearance of the missing man, in order that he might know from the descriptions given by the sensitive whether she were on the right track. He was furnished also with a neck wrapper belonging to the missing man. The medium was able to give directions so precise and clear that the spot could be located on a map, and the body was found.

Apparently the information cannot have been gained by contact with the experimenter, who knew nothing of the circumstances of the disappearance. Further, the spot in which the body was lying was known to no living person. The only means, apparently, by which contact with the dead man can be established is by means of something which he had worn before his fatal walk.

What, exactly, is implied by experiments such as these, if they can be verified? Nothing less, it would seem, than the upsetting of all our current notions of space and time and mind and the nature of man. If we accept Dr. Osty's conclusions, we are still at a loss as to their place in the body of our beliefs. The author himself regards them as challenging all the evidence that has of late been offered us as proof of existence after death; and particularly all the statements that the life in the "beyond" is a continuation of this. He claims to have proved that the death of the person delineated is no bar to access through metagnomy. He shows that events in past and future time are described as present experiences of the sensitive. It is the past life on earth of the dead person which is described, and not the present existence in another world. He speaks of the sealed envelope left by Myers, and shows that, in the light of his own experiments a correct reading of the enclosed message by Mrs. Verrall would have been no proof of Myers' existence after death.

The book will be read and appreciated by those who have the courage to question their own convictions. Our main sources of information on such matters hitherto have been the product of credulity or undisciplined research, "resembling one another so closely as to seem identical." This book, like the works of Emile Boirac, is neither. It represents an attempt to deal scientifically with a matter which usually receives quite other treatment.

Dr. Osty is not unaware of the shortcomings of his own work. He speaks at the conclusion of "serious gaps," which he might have attempted to fill by continuing his solitary researches. He believes, however, that the investigations and verifications he has already made are of so great importance that he is justified in publishing them, "thus to indicate to other experimenters a main line and various branches of research, by which they may, without waste of time and effort, proceed to the exploration of the latent and transcendental zones of human thought."

English.

STUDIES IN ENGLISH RHYMES FROM SURREY TO POPE: A Chapter in the History of English. By Henry Cecil Wyld. (John Murray.) 5s. net.

One is rather too apt, when reading the works of our older poets, to extend a patronising licence to them on the score of their apparent false rhymes. Much ought to be forgiven them, we feel, because they were, after all, primitive, and merely pioneers in the discoveries of poetry and verse. This attitude of ready forgiveness is of course highly commendable, but before lending our kindly tolerance it would be as well to make sure of our ground, and find out whether any such tolerance is really needed.

A glance at Professor Wyld's book will show with surprising and disconcerting clearness that much unasked charity has been wasted on these early poets. Where discrepancy of rhyme occurs, it will be found in many unsuspected cases to be due not to the weakness or carelessness of the poet, but to the fact that several centuries have passed since the rhyme was made.

Language is essentially fluid (particularly the spoken language as opposed to the written), and what to-day is considered polite in speech may to-morrow be termed a vulgarism. Sam Weller was in the habit of calling a particular coin of the realm a "farden," and such a pronunciation, judged by modern standards, is rightly esteemed vulgar, yet both Pope and Swift, for instance, two men of undeniable culture, rhyme "farthing" with "garden," showing clearly what was the current sound of the word at that time. Our ancestors of the same century

(Continued on page 34.)

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undoubtedly also called themselves one another's humble "servants," and for the reverence we bear them we cannot lightly term them vulgar speakers!

Thus it may be seen that the pronunciation of one age cannot be tested by that of another, for many causes are perpetually at work to make speech sounds change from one generation to another. Research in philology has shown with great accuracy and sureness what was the current and fashionable pronunciation of words among polished speakers in past times, and that research has done much to vindicate the right of the early writers in verse to be considered not only as poets, but also as metrists.

V. H. S.

THE GOLDEN BOOK OF CHILDREN'S VERSE: arranged by Frank Jones. (Blackie and Sons, Ltd. 2s. 3d.)

The publication of anthologies for use in schools, stimulated by the interest aroused in the teaching of English by the report of the Departmental Committee, shows no signs of abating. These collections of verse are now so numerous, and resemble each other so much in content, that, next to the question of price, we feel the handiwork of the publisher rather than the taste of the compiler will be the deciding factor when teachers are making a choice.

The price, the strength and quality of the binding, the paper and printing of the present volume are all in its favour. We do not know whether the title has determined the colour of the cover, or the latter suggested the title, but at any rate the cover is certainly yellow, and from what we remember of the colour of the sovereign, might fairly be described as golden. We hasten to add that the epithet might with equal truth be applied to the contents; for Mr. Jones has chosen his pieces with taste and skill and he has managed to include some that are, we believe, new to anthologies. P.M.G.

THE APPRECIATION OF ENGLISH: by L. A. Morrison. (J. Arrowsmith, Ltd. 6s. net.)

Much has been written on this subject in the last two years, and one feels there is little more to be said. But if Mr. Morrison tells us nothing new he writes so well that the publication of the present volume is more than justified.

The book is in two parts. In the first part the author pleads for a broader view of the subject—less attention to grammatical rules and regulations and more to the practice of speaking, reading and writing good English. The plea is not new, but it cannot be made too often. It is only "from the practice of anything can come a full acknowledgment of its worth," and if we would fully appreciate good English we must practise it in speech and writing. The second part is a prose anthology and contains twenty-eight passages of well-chosen prose, which form excellent examples for the student. P.M.G.

SPENSER: Selections, with Essays by Hazlitt, Coleridge, and Leigh Hunt. Introduction and Notes by W. Renwick. (Oxford—Clarendon Press. 3s. 6d. net.)

This is another of the Clarendon Series of English Literature, previous volumes of which have already been noticed in these columns. We take the opportunity of again recommending this Series to the notice of teachers. For students of English Literature these volumes are much better than the ordinary annotated editions. The essays and extracts from contemporary criticism which form part of the volume are not only of real value to the student, but, unlike the editorial matter usually found in annotated editions, seem in a very real sense to belong to the works of the poet. P.M.G.

TYPES OF ENGLISH DRAMA, 1660-1780: Edited by D. H. Stevens, Ph.D. (Ginn and Co.)

Of eighteenth century dramatists, with the exception of Goldsmith and Sheridan, the ordinary playgoer knows but little. Seldom is there an opportunity of seeing any of their plays acted. It is now many years since "Jane Shore" figured in the repertory of companies touring what is known as classic drama and few of us, I imagine, know anything of its author, Nicholas Rowe.

How many of us knew anything of John Gay before "The Beggar's Opera," which has just concluded a most successful run, was revived at the Lyric Theatre, Hammersmith, in 1921? And though the names of Otway, Congreve, Steele, and Fielding are well known, there are few who read their plays.

(Continued on page 36.)

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LAMB'S CRITICISM: edited by E. M. W. Tillyard, M.A., O.B.E. (Cambridge University Press. 5s.)

In the consideration of literary criticism it is well to remember that the word "Literary" (according to the Oxford Dictionary) may mean "connected with literature or constituting literature."

There is a vast difference between criticism connected with literature and criticism constituting literature. Of the former we have enough and to spare. The latter is comparatively rare. More than fifty years ago Matthew Arnold, himself a polished and brilliant writer of literary criticism, focussed attention on the value of criticism in literature and claimed for it the dignity of a creative art.

Lamb's criticism is literary in both senses of the term. It is, however, scattered among his essays, his letters, and his miscellaneous prose writings. Mr. Tillyard has done literature a service in collecting these scattered passages into a single volume. His own contribution by way of introduction is an added example of literary criticism well worthy of the volume, and though it may be the "kind of criticism which informs rather than that which transports," it is nevertheless very excellent reading.

The present day efforts on the part of some enthusiasts to secure more frequent stage representations of Shakespeare (efforts with which we heartily sympathise) and the frequent insistence that the plays were written with the sole purpose of being acted, makes it especially interesting to read again what Lamb has to say about the "Tragedies of Shakespeare" and their fitness (or rather unfitness) for stage representation.

We may agree with Lamb that the true enjoyment of "Shakespeare, the poet," comes first by reading him—but we feel that what he loses by stage representation depends very much on the manner of the production. We can even conceive of the "Tragedy of King Lear" being presented in such a way that the play, not Mr. A's *Lear* or Miss B's *Cordelia*, is indeed the thing.

P.M.G.

CHILDREN'S STORIES AND HOW TO TELL THEM: by Woutrina A. Bone. (Christophers. 4s. 6d. net.)

Writing at the time of the general election, we are reminded how often speeches which have perhaps seemed good enough or even made a strong impression when delivered in the meeting hall or market place, make but a poor show when they appear in cold print. So the lectures to students in Training Colleges or in the University lecture hall, while doubtless quite excellent in their way and pleasant to hear, seem to lose something of their effectiveness when published (as too frequently happens) in book form.

Of many books of this kind we may well say with the lover in Goethe that the "printed word appears dull and lifeless." This is especially true of text-books or manuals of art—one may as easily learn from a book how to play golf as how to tell stories. True, books on golf are plentiful enough, but the gain seems more likely to be acquired by the writer and publisher than by the reader. The pity of it is that for many teachers, in their anxiety to increase their skill, books of this kind, reproducing the classroom procedure of successful and well-known teachers, or the lectures given to students in training, form their chief mental food—and it isn't particularly good for them.

We imagine we could very probably listen with pleasure and profit to Miss Bone, and doubtless many teachers who now delight little children by telling them stories owe much of their skill to her teaching; but her book suggests infant schools as we know them, training college lectures and school practice, experiment and demonstration, child psychology and the racial mind; and from these things comes no desire. Yet the desire to do a thing is the first essential to success in the art of doing it.

P.M.G.

Classics.

LATIN AND GREEK PASSAGES FOR UNSEEN TRANSLATION: Morris and Smale, Cambridge. 6s. 6d.

It is no easy matter to produce a book of "Unseens" that will give any pleasure to the general reader, and it must be said that this book is rather dull. The arrangement by the authors rather contributes to the feeling of monotony which a number of snippets always produces, and the pieces chosen are not in themselves very attractive. In Latin, at least, the range of authors might have been wider with advantage: there is nothing from Cato or Varro at the beginning, nothing from Apuleius or Claudian at the end.

AN INTRODUCTION TO THE HISTORY OF ROME: H. N. Asman. (Methuen). 4s. 6d.

To those classes in a school for whom the excellent short history of Rome by J. Wells—also published by Methuen—seems too elaborate, this brightly written outline may be heartily recommended. It is short—172 pages with a good index—but most of the essential facts from the founding of Rome to the death of Augustus are included. It has, moreover, some features that Wells lacks: it is well illustrated, chiefly by photographs of people and places; there are separate chapters on the army, literature, and religion, and there are quite a large number of well-selected passages from Latin authors given in translation.

F.A.W.

Mathematics.

PRACTICAL MATHEMATICAL ANALYSIS: by H. Von Sander, Professor of Mathematics in the University of Clausthal; with examples by the translator, Dr. H. Levy, Professor of Mathematics at the Imperial College of Science. Pp. 195+xv. 10s. 6d. net. (Methuen and Co.)

The author, in his preface to the book, shows evidence of a wide experience in teaching students of University standing mainly, at any rate, with an engineering bias. He comments on the incompetence of boys on leaving school in any matter of calculation: they have neither system, methods nor sense of order or accuracy. English experience would, we think, march with his.

There appears to be no reason why questions in algebra should not deal with the question of percentage error in calculation, nor would some systematic calculation endanger the cultural value of arithmetic.

Prof. Von Sander's book is divided into eleven chapters. Chapter II explains the theory and use of the slide rule and of the Burkhardt Arithmometer, which is taken as a type of the calculating machine; it is a clear and thorough guide to both instruments. Chapters III and IV deal with Rational Integral functions. Here are Horner's and the graphical methods of solving equations, and ample discussions of extrapolation and interpolation. Numerical differentiation and integration and the evaluation of definite integrals by Simpson's rule, by Gauss' method and by graphical means come in the next group of chapters. Chapter VIII attacks empirical functions by various methods and ends with an introduction to Harmonic Analysis.

The next one of the longest chapters in the book treats of the solution of algebraic and transcendental equations. First it deals with systems of linear equations in n variables and then the method of least squares, Graeffe's and Newton's methods. The last two chapters are concerned with graphical and numerical methods of dealing with differential equations.

Throughout the book the point of view is that of the computer, practical numerical results being always the end in view. In an introductory chapter, the author shows the value of experience in the use of a well-stored armoury of methods to one who may have to select his weapon advisedly when about to attack some particular problem.

Everywhere in this book there are lucidity and thoroughness; we may add that the paper and type are most satisfactory.

H.P.S.

MECHANICS VIA THE CALCULUS: by P. W. Norris, M.A., B.Sc., of Alleyne's School, Dulwich, and W. Seymour Legge, B.Sc., of the Polytechnic, Regent Street, W. Pp. 340. 12s. 6d. net. (Longmans, Green and Co.)

There is a gap between the elementary text books on Mechanics and books of the standing of those, say, of Professors Lamb or Love. The object of this book is to bridge this gap. As regards its subject matter, we quote from the Preface. It "includes Statics, Dynamics of a Particle, Rigid Dynamics, and Hydrostatics"; moreover, as the title implies, the subject has been developed, so far as is consistent with the logical development of each branch, according to the difficulty of the Calculus involved. The first two chapters introduce the notation of the Calculus and deal with linear motion, but problems involving any differential equations other than those which can be solved by separation of the variables are dealt with in a much later chapter. The applications of integration then lead to the discussion of centres of gravity and of attraction. Chapters on virtual work, moments of inertia and the equilibrium of strings then follow. There are also two chapters on the motion of rigid bodies, and two on hydrostatics. The book concludes with a

(Continued on page 38.)



LE FRANÇAIS POUR TOUS

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Premier Livre ; Prononciation, Vocabulaire, Conversation, Rédaction, Histoire, Méthode Directe. Illustrated. 264 pp. 5s. 6d. net.

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HISTOIRES ET JEUX

By J. F. BARNES. 188 pp. Illustrated. 3s. 6d. net.

A miscellany of folk-lore stories, fairy tales, legends, narratives of French customs, and a little history, simply told for children at the beginning of their second year of French. Rhymes, songs and illustrations are freely dispersed throughout the book, and at the end of it are directions for several classroom games.



LE BEAU PAYS DE FRANCE

By J. E. SPINK. 214 pp. Illustrated. 3s. 9d. net.

This third year reader is designed to give the pupil an intimate acquaintance with France, and an appreciation of the beauty of scenery, of language, of custom and of spirit which are summed up in the word **French**.

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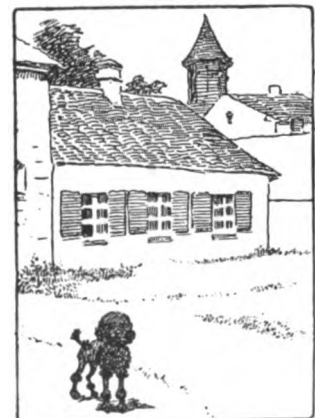
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The Life and Customs of Spain in Story and Legend.

By C. MARCIAL DORADO. 332 pages. Illustrated. 5s. net.

A third year reader which conveys through every page that atmosphere of romance, of beauty, and of sunshine which can never be dissociated from Spain.

The publishers will exhibit these and similar books at their stall at University College during the Conference of Educational Associations. They are always glad to consider applications for books suitable for class use on approval.



GINN AND COMPANY,
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study of problems in linear and two-dimensional motion, central orbits, etc., and with an introduction to the study of bending moments in beams and of elasticity."

There is a plentiful supply of examples with answers at the end of the book; in addition to these a very large number are worked out in the text. There is a not very important misprint eleven lines from the bottom of page 7, where u should read μ . In Ex. VII, page 33, the horizontal velocity of C appears to have been neglected in writing down the energy equation. Perhaps the rather clumsy method of working out Ex. V, page 12, is due to the arrangement of the parallel calculus course, but we think that it would have been better to postpone this example till the student was able to differentiate $x^2 + y^2 = 400$ with respect to t twice, as it stands.

Now this book, thorough and complete, will be a most useful work of reference for the teacher, and will provide a mine of examples, but it is not the work of an artist.

It gives a feeling of ennui. There are far too many examples worked out, in many cases of a most forbidding length. Again, the solutions attained, the problem is left as a rule. Now we suggest that thorough discussion, including notice of interesting particular cases, with more verbal explanation of the motion concerned, would add attraction to the book. Numerical results, also, and others arranged graphically, are interesting, help to fix ideas and to clear up obscurities in the pupil's mind.

Students and teachers who have used Salmon's "Conic Sections" will know well the feeling of breadth that comes with every page of reading. He develops his theme and the results fall out; occasionally small particular applications make interesting digressions from the highway. Such a work of art is indeed a *rara avis* in the mathematician's bookshelf.

Notwithstanding this criticism, we would emphasize the fact that there is absolutely no other book for just this stage, and that Messrs. Norris and Legge have, first, succeeded in introducing the calculus into a text book of dynamics without making their book too hard for the weaker pupils. H.P.S.

Chemistry.

THE ELEMENTS OF CHEMISTRY: by H. LI. Basset, M.A., B.Sc., with an introduction by Sir William J. Pope, F.R.S. (London, 1923: Crosby, Lockwood and Son.) Pp. viii + 308. 5s. net.

In writing this book the author had in view the requirements of the student working for the Conjoint Board and First Medical Examinations. If the object was to supply the medical student with something which he could learn by heart in the same way as his *Materia Medica*, it has been accomplished, but it is difficult to imagine that he would become interested in chemistry when presented to him as it is in this book. Since a knowledge of chemistry is becoming of ever-increasing importance to the medical man, it should now be insisted that, when a student, he shall be taught in such a way that he will become interested in the subject and grasp its fundamental importance. There would then be no need for the kind of book under review.

There are numerous mistakes—to a few of which it is necessary to refer—which should never have been made. In these days it is surely daring to say that in solids the molecules are actually in contact with each other. The description of the Castner process for making sodium hydroxide does not mention that hydrogen is evolved at the cathode, and the diagram does not show any outlet for the gas. The equation representing the production of sodium in the electrolysis of caustic soda is absurd, and the Borchers' process is mentioned as being the preferable one, although, actually, it has never been used. No mention is made of the necessity of having ceria as well as thoria present in the incandescent mantle. There is a general looseness of description, as when it is stated that carbonyls are prepared by passing carbon monoxide over the metals, or that glucose gives ethyl alcohol and carbon dioxide; no mention is made of the necessity of regulating the temperature in the first case, or of yeast being necessary in the second case. Again, ethyl acetate is said not to mix with water, whereas it is soluble to some extent. Also, in the combustion apparatus illustrated, the air or oxygen used is dried with sulphuric acid, whilst the moisture produced in the combustion is collected by calcium chloride. Throughout the book the crystallised compounds are often given formulæ which do not include their water of crystallisation.

In the introduction the hope is expressed that the book will prove useful in schools for preparation for such examinations as the Senior Locals. Personally, the reviewer would be very sorry to see its introduction. T.S.P.

SMITH'S GENERAL CHEMISTRY FOR COLLEGES: revised and rewritten by James Kendall. (London, 1923: G. Bell and Sons, Ltd.) Pp. xiii + 747. 10s. 6d. net.

The first edition of this book in 1908 was very favourably received by teachers of chemistry, introducing as it did the concepts of physical chemistry into their proper position in a text book of inorganic chemistry. Criticisms were, however, raised with respect to the development of the fundamental conceptions of molecular and atomic weights, and in this edition Prof. Kendall has re-stated these conceptions in such a way as to meet these criticisms. Other chapters, as for example, those on solution and ionisation, have been revised and expanded in accordance with modern views.

Various sections have been introduced dealing with newly-developed and important industrial processes, and with the application of chemistry to modern warfare. A very readable review of recent advances is given in the last chapter, which deals with radium, atomic energy, and atomic structure; the reviewer is especially glad to see that these subjects are put into their proper perspective by the following statement on p. 719: "Fascinating as the result of recent work may appear, the reader should not lose sight of the fact that for all practical purposes and in the chemistry of daily life, the immutability of elements, the constancy of atomic weights, and the law of definite proportions may still be accepted and utilised without any reservations."

There are very few misprints, but on pp. 569-570 C¹ is written for C₁₀.

The book can be heartily recommended. It should make the subject of inorganic chemistry really interesting to the student. T.S.P.

THE FUNDAMENTAL IDEAS OF CHEMISTRY: by Dr. A. Benrath; translated by J. Bithell, M.A. (London: George G. Harrap and Co., Ltd. New York: Brentano's.) Pp. 81. 2s. net.

This little book belongs to Harrap's "Bilingual Series." The German text of Benrath's "Chemische Grundgriffe" is given on the one page and the English translation on the opposite page. From a literary point of view the translation is very well done, but it is obvious that the translator is not a chemist, otherwise "Brownsche Bewegung" would be translated as "Brownian movement" and not as "Brown's motion." Also the English chemist does not generally speak of methyllic and propylic alcohols, or of "double transposition" for "double decomposition," etc.

It seems to the reviewer that, valuable as such a book will be to the English chemical student, it only brings him into contact with a very limited number of chemical terms, since it deals only with matters of theory. A book is also required which gives descriptions of practical work selected from inorganic, physical, and organic chemistry. The student will then learn the German for the apparatus he uses, for the operations he performs, and for the phenomena which he observes every day in the laboratory. T.S.P.

PRACTICAL CHEMISTRY: by Geoffrey Martin, D.Sc., Ph.D., F.I.C. (London, 1923: Crosby Lockwood and Son.) Pp. 144. 2s. 6d. net.

This book contains a short course of elementary practical work in chemistry, suitable for schools. The exercises given include preparations of simple gases and salts, elementary quantitative experiments and volumetric analysis, observation experiments, etc. All directions are given in considerable detail, the author's idea being that "the average schoolboy works in a mess and with a complete disregard of all the precautions necessary to ensure accuracy." Possibly this is the reason chromic acid mixture is not mentioned for use in cleaning chemical apparatus; the boy might burn his clothes in his carelessness. The author also seems to imagine that the teacher is not capable of thinking for himself, since in Appendix III he gives meticulous hints on regulating work in practical chemistry classes. No doubt the teacher will be amused, even if he is not instructed. One might say that the author does not live entirely up to his high ideals, since in some cases he writes K₂Mn₂O₈ and in others KMnO₄. Also, in describing similar experiments on pp. 58 and 114, in the one case the levels of water in the apparatus are adjusted, but not in the other. Burettes such as those shown in the diagrams should surely never be found, even in a school laboratory.

The above comments refer, after all, to minor points. Taken as a whole, the book is very satisfactory, and the schoolboy who has worked through it will have completed a good introductory course of practical chemistry. T.S.P.

(Continued on page 40.)

University Tutorial Press.

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History.

THE TIMES OF SAINT DUNSTAN: by J. A. Robinson, D.D., F.B.A., Dean of Wells. (Clarendon Press. 10s. 6d.)

This reprint of the Ford Lectures of 1922 does not offer a general account of the times of St. Dunstan. It is rather a monograph concerned chiefly with documentary sources. Nor is the ecclesiastical atmosphere (natural and right for such a subject) supplemented to any great extent by an account of the life of the nation at the time. Scholars and research students, rather than general readers of history, will be likely to turn to these pages. R.J.

MODERN HISTORY: by C. J. H. Hayes and P. T. Moon. (Macmillan. 12s. net.)

The comprehensiveness of American text-books of history is of a kind that belongs to itself. It results generally in a book of many pages—nearly 900 in this case. There are also, as a rule, many illustrations, coloured and "plain," questions, references, fiction lists, added to the chapters; classification into chapters, sections, headed paragraphs. The effect is sometimes rather daunting.

This book is in a sense a history of Western Civilisation, and for such a subject it might be claimed that the space is too small rather than too large. The significance of the title appears in the apportionment of space. Early Beginnings, from the Stone Age to about the year 1600, has a hundred and fifty pages. Two hundred and fifty more carry us on to Waterloo. There remains more than half the book for the last century.

There is a good index, a "Table of Rulers since 1500," and a series of about forty maps. We trust that the two entries: "Europe according to the Peace of Paris, 1919-1920, in color" (*vide Webster*), and "The League of Nations, 1923, in black," are not set out by way of a grim joke. R.J.

Civics.

CITIZENSHIP: by W. H. Hadow. (The Clarendon Press). 6s. net.

The Vice-Chancellor of Sheffield University has given us one of the best and most comprehensive of the studies of citizenship that have yet appeared. In the compass of not much over two hundred pages he has gathered most of the essentials of his subject: the history of ideas; theories of the State; nationalism, internationalism, and imperialism; the "civics teaching" in schools.

The chapters dealing chiefly with the historical aspects of the idea of community will satisfy those who are seized with that curious form of curiosity, an interest in the growth and history of ideas in human development. It is a curiosity that seems to increase with age. Yet the satisfaction here offered will by no means be accepted as complete. There is, for example, no mention of Maciver's "Community," either in the text or in the bibliography. But surely such a work should not be ignored in a study of this kind? The bibliography, indeed, is not so satisfactory as the book. It contains names of works that are scarcely worth serious attention, cheek by jowl with works of world repute. Moreover, while Sir James Steven's "Liberty, Equality and Fraternity" rightly appears in the bibliography, it is missing from the text. This, although it appears in the index opposite p. 66, exactly where it should be, for on this page J. S. Mill's "Liberty" is discussed, and Sir J. F. Steven's book was a reply, and a very notable reply, to Mill's case.

These things, however, are chiefly for students of ideas. There are other chapters that will attract the attention of those many who are interested in the modern questions of nationalism, imperialism, and world-unity. Here again we note that Mr. Marvin's name occurs only in the bibliography. The stores of the "Unity" books are not laid under tribute: a fault of omission that cannot well be justified.

The chapter on "Education in Citizenship" is concerned with the practical teaching of civics in the schools. Here we have an account, with some analysis, of actual schemes of work; and the impression left, as usual, is in the main one of depression. Certainly, if democracy is to survive and to succeed, we must solve this problem of training in citizenship; but, so far, we have few successes to our credit, and are debited by many dull books and depressing schemes of lessons. A vigorous determination to "teach patriotism" will not solve the problem, nor will earnest attempts to thrill boys with tables of the functions of district councils and boroughs.

In this connection, and occasionally through the book, the author has yielded to the desire to smile a little. Mr. Sheldon's book on Citizenship, he says, "sometimes borders the edge of

discretion." That is not a very grave charge. The writers of these manuals are usually too discreet to be anything but dull. But the passage following has its humour. "On such occasions [*sc.*, of indiscretion] the hints to teachers become urgent: 'Do not say too much about slavery' [the book, of course, is American]; 'Pass lightly over the right to revolution'; and, 'if illustrations are needed, take them from other countries.'"

One is set wondering where the slogan of "Safety first" was originally raised. R.J.

General.

CLAW AND FANG: by Ernest Glanville; with illustrations by Warwick Reynolds. (Cape.) 7s. 6d.

Books of animal stories seem to be increasing in demand, and in supply. They attain a higher average of quality than do the mass of many other types of book—fiction, for example. No doubt this results from the fact that few people are bold enough to write about animals unless they have more than common knowledge of their subject, while it seems to be held that every one can write novels, or books about education, or essays on the political situation.

Mr. Glanville certainly makes those of us who are not well acquainted with African lions, nambas, and cunning jackals feel thoroughly convinced that he knows them well. He is not above "pulling our legs" at times. Those ants that he describes in "Wireless," through the lips of an old hunter, are certainly rather large for swallowing purposes. They were "about the size of a fat rabbit." We suspect that they were really about the size of a lump of chalk.

"Wireless," however, is the only very tall story in the book. It forms one of seven short sketches of South African fauna, and these make up Part II. Part I, which fills two-thirds of the volume, gives the life history of a lion—Nkonyama—from birth to death. It is a good story, without much idealisation. In fact, the writer tends (it is the modern fashion) towards stark materialism and realism. Relentlessness, the struggle for life, the hardness of "Nature," are the dominant notes, right down to the death of the lion, in a fight with two natives armed only with assegais, shields, and knob-kerries, and at his death Nkonyama had sunk from his early splendour into a lamed man-eater, no longer capable of a lion-spring. But it is a good story, well told. R.J.

CENOTAPH: A BOOK OF REMEMBRANCE IN POETRY AND PROSE FOR NOVEMBER THE ELEVENTH: compiled and edited by Thomas Moul. (Jonathan Cape.) 5s. net.

Mr. Moul may be trusted to have chosen the best for this book of memories. As he points out in a preface, "the utterances made by the men and women who found themselves endowed with the supreme gift of interpreting the faith and outlook of the vast mute masses who endured the war" have been fugitive—scattered in journals and books which many people had no time to read, and "the anthology aims in a large measure at pursuing the course along which the mood of the humble celebrant of the Day of Remembrance is likely to travel." Laurence Binyon, Lord Dunsany, John Masefield, Joseph Conrad, Alice Meynell and other well-known names rub shoulders with extracts from daily papers and fragments that bring back those terrible five years that seem now almost like an incredible dream. G. V.

ELEMENTARY CRYSTALLOGRAPHY

By J. W. EVANS, D.Sc., F.R.S., F.G.S., and G. M. DAVIES, M.Sc., F.G.S., will be ready about February 1st. Demy 8vo. 9s. 6d. net. Nearly 200 Figures. This book enables its readers to obtain an elementary knowledge of Crystallography and to familiarise themselves with the principal classes of Crystals and their common forms and combinations. The mathematical side of the subject is subordinated to the morphological, but the use of symbols to denote crystal faces, forms, and classes is clearly explained.

AN INTRODUCTION TO STRATIGRAPHY (British Isles).

By Dr. L. DUDLEY STAMP. Cr. 8vo. 10s. net. "The work can be recommended not only to students of geology, but also to teachers of geography, who wish to treat scientifically this aspect of their subject." —*The Journal of Education*.

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THE ITALIAN LAKES: MAGGIORE, ORTA, VARESE, LUGANO, ISEO, GARDA: by Gabriel Faure. (The Medici Society.) 7s. 6d. net.

The mere map on the fly-leaf brings back—if you have once seen it—the exquisite colour of water when each little wave-crest, seen from the white-awinged boat, seems to have swallowed a mouthful of blue pigment all its own; and when sombre cypresses stand tall and straight among the dusky olives and rapid green lizards dart along a white wall. As far as monotone can reproduce the wonderful colour and light of the Italian Lakes, the pictures in this book succeed in recalling them to memory. The author not only knows but loves the Lakes. "The Italian Lakes: magic words," he begins. "They thrill and transport me, as perhaps no other words can; only to see or to hear them, in feverish Paris, makes my heart beat faster." Also, we might add, in noisy, foggy London! But not only the Lakes but the pictures and ancient buildings in the towns with romantic names that cluster on the water's edge or hang over the precipices between the deep blue water and the deep blue sky. G. V.

ECONOMICS FOR BUSINESS MEN: by W. J. Weston, M.A., B.Sc. (Pitmans.) 3s. 6d. net.

The use of this book need by no means be confined to business men. We gather from the Preface that it is the product of a University Extension course. To this origin is owing no doubt (in part at least) a marked readability. The style is semi-colloquial, though there has been no attempt (fortunately) to strive after colloquialism.

In commenting on a book of Economics we are already advanced a great way in praise in calling it readable. Many thousands of discouraged enquirers into "the dismal science" have found its treatises tiresome. Mr. Weston is not tiresome. He almost converses. His book might have been called: "Economics, Pure and Applied," only that he would think such a title (we fancy) stilted and perhaps pretentious. Yet it is just this cast and quality in the book that has led to the title it bears. Thus, in the chapter on Production there is a section called "Science, a Factor in Production." Here we have given two illustrative cases, a major and a minor. The major illustration is the use of fuel—energy, and it appears as a quotation from

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None of them, no doubt, will be quite satisfactory. We have some small complaints against this present volume. But they are quite overwhelmed by a sense of thankfulness for so good and useful a piece of work. For all that, we may venture a hope that it will prove possible to add an index to later editions. R. J.

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The Annual Conference of the National Union of Women Teachers will be held in the Exchange Hall, Nottingham, from January 1st—4th, 1924. Conference will be opened by the Mayor of Nottingham (Alderman John Houston), at the Public Meeting on Tuesday, January 1st, at 2-30. Miss M. Conway (Bradford) will be inducted as President for the coming year and will deliver the Presidential Address, after which the following motion will be moved by Miss H. Grinter (ex-President) and seconded by Miss A. Jackson (Central Council):—

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 Bulletin of Spanish Studies : A Record and Review of Their Progress. December, 1923. Subscription, 10s. 6d. per annum.
 The Journal of Geography. November, 1923. 25 cents.
 The Parents' Review : edited by E. Kitching. December, 1923. 9d.
 The Child : a monthly journal devoted to child welfare : edited by T. N. Kelynaek, M.D. December, 1923. 2s. net.
 The World's Children : a quarterly journal of child care and protection considered from an International viewpoint. January, 1924. 1s. net.

NEWS FROM THE PUBLISHERS.

A book of short stories by Nodier, Balzac, de Vigny, Gautier, Merimes, Flaubert and Maupassant comes from the **Cambridge University Press**. It is edited by H. J. Chayter, under the title "Seven Short Stories by French Authors"; it is "intended for rapid reading in schools and elsewhere," and has been selected as a subject for the Higher Certificate of the Oxford and Cambridge Schools Examination Board in 1925.

The Monthly List of **Messrs. Constable** is full of interesting announcements from which we select a few : "The Heart of Arabia," by H. St. J. B. Philby, who crossed from the Persian Gulf to the Red Sea, travelling over much ground hitherto unexplored ; "Lands of the Thunderbolt (Sikhim, Chumbi, and Bhutan)," by the Earl of Ronaldshay ; and "Goya as Portrait Painter," by A. de Bernete y Moret, translated by Selwyn Brinton, M.A.

A book of English Verse for the use of schools has been compiled and annotated by the Poet Laureate, and will be issued shortly by **Messrs. Longmans, Green and Co.** under the title "The Chilswell Book of English Poetry." Other books announced are "Personal Religion and the Life of Devotion," by Dean Inge, and "The Life Purposeful," by the Rev. Jesse Brett.

A book intended primarily for students of Geology and Mineralogy but also as a general introduction to Crystallography for chemists is "Crystallography for Beginners," by J. W. Evans, D.Sc., and G. M. Davies, M.Sc., which **Messrs. Thomas Murby** publish. Each chapter is followed by suggestions for practical work with crystals or crystal models, and there are numerous diagrams.

Professor A. Seth Pringle-Pattison has prepared an edition of Locke's "Essay concerning Human Understanding," which, while omitting nothing essential, brings the work within a reasonable compass. His object has been "to promote the independent study of the Essay by doing for the text what Locke had not the leisure or the patience to do for himself." **The Oxford University Press** will publish the edition early in the new year.

A happy hunting ground for prize and presentation books is provided by **Messrs. Philip and Tacey**, at whose educational showrooms one may see the latest school equipment as well as the many and attractive publications of the firm. A catalogue is sent on application.

It will be good news to teachers that in view of the difficulties caused during recent years by the high prices of educational books the **University Tutorial Press** has decided to reduce the price of a number of its well-known school text-books. The revised prices come into force on 1st January, and affect nearly seventy publications.

Christ's Hospital Scholarship Examination.

A competitive examination will be held in June, 1924, to elect fifteen boys and five girls. Candidates must be nominated before 31st March, 1924, by a member of the Council of Almoners, to whom parents must furnish evidence of need, character and ability. Further information may be obtained from the Clerk, Christ's Hospital, 20 and 27, Great Tower Street, London, E.C.3.

The London School of Economics.

Full information of the lectures during the Lent Term at the London School of Economics may be obtained from the School (Houghton Street, Aldwych, W.C.2). The Term begins on 14th January and ends on 21st March.

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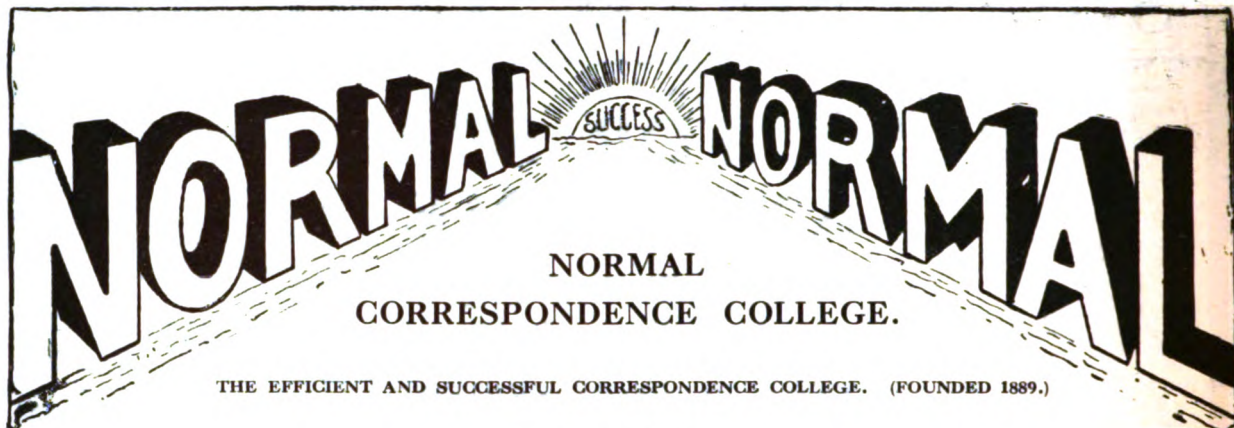
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THIRTY-FOURTH ANNUAL CONFERENCE—CAMBRIDGE,

December 31st, 1923 ; January 1st, 2nd, 3rd, and 4th, 1924.

THE THIRTY-FOURTH ANNUAL CONFERENCE of the Society will be held at Cambridge, beginning on MONDAY, DECEMBER 31st, 1923, and ending on FRIDAY, JANUARY 4th, 1924.

PROGRAMME.

MONDAY, 31st DECEMBER, 1923.

- 8 p.m. Reception by the PRESIDENT and GENERAL COUNCIL of the Society in the Town Hall, Cambridge.
- 8.45 p.m. THE REVEREND DR. STOKES will give a Lecture, illustrated by Lantern Slides, upon "THE HISTORY OF OLD CAMBRIDGE."

TUESDAY, 1st JANUARY, 1924.

- 11 a.m. Opening Meeting in the Senate House. (Academic Dress.)
Chairman : THE PRESIDENT of the Society, ALLEN GILL, Esq., F.R.A.M. Reception by the REVEREND THE VICE-CHANCELLOR of Cambridge University, DR. PEARCE, Master of Corpus Christi College. Address by SIR HUGH ALLEN, M.A., D.Mus., Professor of Music in the University of Oxford, and Principal of the Royal College of Music.
- 2.30 p.m. Visit to Colleges in Cambridge.
- 8 p.m. Meeting in the Examination Schools.
Chairman : THE PRESIDENT of the Society. Address by SIR DAN GODFREY, Hon. R.A.M., Director of Music to the Corporation of Bournemouth, entitled : "MUNICIPAL MUSIC AND ITS INFLUENCE UPON MUSICAL EDUCATION."

SYNOPSIS :

The Duty of Municipalities in the matter of Music.
Municipal Orchestras, what has been and is being done.
Necessity for Municipal Orchestras in the Cities.
Music at Health Resorts.
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Instruction in Musical Appreciation in Elementary Schools, and the use of the Gramophone.
Lectures to Concert Goers on Musical Appreciation.
Orchestral Lecture-Concerts to Children.
Municipal Choirs, etc.

WEDNESDAY, 2nd January, 1924.

- 10 a.m. Annual General Meeting of Members of the Society in the Examination Schools.
Chairman : THE PRESIDENT of the Society.

- 2 p.m. Visit to Ely Cathedral.
- 8 p.m. Meeting in the Examination Schools.
Address by Sir WALFORD H. DAVIES, D.Mus., Hon. LL.D., F.R.A.M., F.R.C.O., Director of Music in the University of Wales, entitled : "ON FIVE POINTS IN TEACHING, ESPECIALLY ON ONE."

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4. Reading, correlating eye and ear.
5. Script, correlating eye, ear and act. No. 2 of these especially important and difficult, its bearing on harmony.

THURSDAY, 3rd JANUARY, 1924.

- 11 a.m. Recital by M. LOUIS VIERNE (Chief Organist of the Grand Organ Notre Dame Cathedral, Paris), at Trinity College, Cambridge.
- 2.30 p.m. Visit to Colleges in Cambridge.
- 8 p.m. Meeting in the Examination Schools.
Chairman : SIR HUGH ALLEN, M.A., D.Mus. Discussion : "THE PLACE OF THE AMATEUR IN MUSIC." The Discussion will be opened by the Chairman, and amongst others, the REVEREND W. FIDDIAN MOULTON and MR. FRANK ROSCOE, M.A., will speak.

FRIDAY, 4th January, 1924.

- 11 a.m. Meeting in the Examination Schools.
Chairman : SIR HUGH ALLEN, M.A., D.Mus. Discussion : "HARMONY OF YESTERDAY AND TO-DAY."
- 11 a.m. The Chairman.
- 11.10 " THE TECHNICAL ASPECT : DR. EAGLEFIELD HULL.
- 11.30 " THE COMPOSER'S ASPECT : MR. EUGENE GOOSSENS.
- 11.50 " THE HISTORICAL ASPECT : MR. EDWARD J. DENT.
- p.m. 12.10 to 1. GENERAL DISCUSSION.

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Mr. Harold T. Wilkins, who writes on "Labour and Educational Endowments," was educated at the Crypt Grammar School, Gloucester, and served for a time as a teacher in an elementary school. He became a journalist and is now a sub-editor of the *Sunday Express*. He writes frequently for Co-operative and Labour journals, especially on the topic of educational endowments, which he holds to have been diverted from their proper and original purpose. His views are embodied in a book written jointly with J. A. Fallows, M.A., and published by the W.E.A. under the title "English Educational Endowments."

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THE EDUCATION·OUTLOOK AND EDUCATIONAL TIMES

FEBRUARY, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The New Government and Education.

Promises made before elections seldom disturb the calm of a Government in office. The accession to power of a Labour Ministry presents, however, certain features of difference from the ordinary swing of the political pendulum. Hitherto the Labour Party has been a party of promises—some would say of promise—and through no fault of its own it has been deprived of the opportunity for translating into legislative acts the far-reaching programme of social and educational adjustment which it has declared to be essential to the national welfare. Great expectations have been formed by the supporters of the new Ministry and correspondingly great tremors have oppressed some of its opponents. It will probably be found that both hopes and fears were exaggerated, that the Government will be compelled to recognise that projects which seem easy of accomplishment are obstructed by countless impediments, and that one of the chief difficulties in politics or administration lies, not in things, but in people. So far as education is concerned there is great work to be accomplished in making the Fisher Act a reality. This will demand unremitting effort on the part of the administration, central and local, and will call for the co-operation of all teachers. The first step is to instruct the voters in the importance of education.

Instruction in Education.

It is an old saying that the law lags behind morality and in a similar fashion education tends to fall behind contemporary views of enlightenment. Teachers ought properly to be prophets in the sense of being able to form a picture of the world in which their pupils will spend their adult years. Instead, circumstances compel teachers and administrators to work mainly in the light of the day before yesterday. The ordinary citizen thinks of education in terms of his own experience and is suspicious of all innovations. He will close his eyes to developments which he does not favour, and will cling to the belief that things which are old and familiar are therefore safe and valuable. If he is in one social grade he will hold that Latin and Greek are not only useful studies but that the traditional method of teaching them is essential to their usefulness. In another grade will be those who think that a knowledge of science is important, but they will not perceive that the science of to-day is something far different from the "stinks" of their own school experience. At any period, too, there will be many in all grades who will fail to see that social and political changes must be reflected in our educational system, that, for example, we cannot to-day assume that young people between fourteen and twenty-one are apprentices, and therefore under instruction.

The Board and the Law.

In a maiden speech of great interest Miss Susan Lawrence declared that the Board of Education have broken the law by adopting the system of rationing grants, particularly in regard to the provision of meals for necessitous children, on which the Board stated by Circular that the Government had decided that it was impossible to acquiesce in an arrangement under which in abnormal periods part of the burden of poor relief may be borne on the education rate. These words mean that the Board had decided not to acquiesce in what Parliament had agreed should be done when it passed the Provision of Meals Act. No doubt the Board would seek justification in one of the clauses which are so plentifully sprinkled through the Education Act, such as "the decision of the Board shall be final," or "subject to the approval of the Board." This may serve as legal cover but it does not exonerate them from the charge of seeking to wrest the law to their authority. That they have done this under pressure from the Treasury may be an excuse, but it serves to emphasize the importance of guarding officials from the temptation to institute a policy instead of merely carrying out the orders of Parliament.

Lowestoft.

It will be remembered that the Lowestoft Education Authority threw over the agreement which their representative had signed, and dismissed those of their teachers who would not accept a salary reduction of ten per cent. in place of the five per cent. which had been arranged. The Authority, led by a local magnate of the "high-stomached" order, has sought to replace the dismissed teachers and to carry on the schools. In the face of the opposition of the N.U.T., qualified teachers have not been easy to obtain, and now the Board have announced that the grant will be withheld by reason of the inefficiency of the schools. This means that Lowestoft may have to bear the whole cost of local education and that the effort to save a little on the rates at the expense of the teachers may prove to be a most unwise and costly business. The position has been the more interesting because the dismissed teachers have been conducting schools, under the name of Welfare Centres, for the benefit of children whose parents refused to send them to be taught by the substitute persons. In this connection the Authority boldly attempted to obtain the conviction of the parents on a charge of not sending their children to school. They ignored the fact that the law does not compel a parent to send his child to school, still less to a State school. It demands only that the child shall receive efficient instruction between the prescribed ages.

Drawbacks of Scales.

Many senior teachers are finding that salary scales are preventing them from obtaining fresh posts. This is part of the price which is paid by individuals for the general benefits which attend scales. More serious is the effect on education, for it is inexpedient to have any impediment to the movement of teachers who feel that they need a change of work or surroundings. A rigid national scale is appropriate to a civil service, but in the professions there is customary only a basic minimum rate of payment. Teachers cannot hope to have, at one and the same time, the advantages of a civil service, the rights of a trade union, and the standing of an independent profession. The two last-named are possible, and are not inconsistent with the welfare of education. It may be worth while to consider the possibility of having, for each grade of teachers, an appropriate minimum rate of salary. Individuals, or groups of teachers in the service of an authority, would be free to stipulate for payments beyond the minimum in consideration of experience, special qualifications or responsibility, and local conditions. In this plan the obvious drawback is that with some employers the minimum would be treated as a maximum. It would be necessary to have a minimum for the lowest grade which would provide a salary in keeping with the responsibilities of teaching work and sufficient to meet the demands of a civilised existence.

Post-Elementary Education.

Our official vocabulary on education is in sore need of revision. Terms such as "elementary school," "secondary school," "uncertificated teacher," and many others have an official significance which is known to a few and is very different from the meaning which would be attached to them by the layman who is unversed in "terms of art." Hence it has come about that the cry "Secondary Schools for All!" has been misunderstood to express a desire that every child shall be educated in a municipal or county secondary school, if not at Eton or Rugby. The mistake would be corrected if we adopted titles describing stages of education rather than types of schools. Then we should have Nursery, Primary, Junior Secondary and Senior Secondary education, with schools similarly named. The stages would end at the ages respectively of 7, 11-12, 16, and 18-19. Since the legal age for leaving school is now 14, it would follow that every child would have reached the Junior Secondary stage of education before leaving school, and it would be possible to arrange for every child to remain under instruction after leaving the whole-time school by providing part time education so that he would in due course complete the junior secondary stage at about the age of 18. We should have to recognise that a good secondary education may take any one of many forms, since it is not a matter of rigid prescription.

Correct Speech.

Sir Henry Hadow laid down some exacting rules in his presidential address to the Conference of Educational Associations and thus provided temporary occupation for many eager controversialists, some of whom have shown scant regard for correct English in their own letters to the newspapers. Sir Henry does well to protest against slovenly and pretentious forms, but he will find it difficult to persuade English people to sound the "t" in "often." That is the kind of carefulness which makes a man somewhat conspicuous, and for that reason it will be eschewed. For the youth of to-day some useful counsel might have been offered concerning slang phrases which are meaningless to the ordinary ear. Boys who are "mutts," "touts," "old beans" or "old horses" to each other will affirm that it is "up to them" to do something, and in the course of their effort will find themselves "up against it." When they fail they have "torn it," and should they succeed they have "pulled it off." They then "drift around," "totter along" to another enterprise, or seek recreation in a "binge" after "blowing in" upon a friend or two. A muddy pool of English indeed!

IRIS PASSES.

*She came, and from the winter bough
Shook down the sweets of spring;
She danced, and where her childish feet
Ran, light and glimmering,
The daisies peep'd up, undismayed,
And, 'Iris, be our friend!' they said.*

*She danced, the matchless innocent,
An hour or two, maybe:
She passed, and like the daisies, left
A springtide memory.
Ye little winds and lisp'ing rain,
Oh, call young Iris back again!*

PHYLLIS COLLARD.

MY SCHOOL DAYS.

BY LORD GORELL, C.B.E., M.C.

Sir Michael Sadler, I notice, begins his reminiscent and interesting article in the January issue from fifty-two years ago. I cannot emulate so long a memory, and I am, I freely confess, glad that I cannot: it is true that thereby experience is more limited, but on the other hand one has still the wider sea across which to travel hopefully. Certainly one learns—on the authority, I think, of Dr. Jacks—that “the romance of a man’s life is departed when he reaches forty or becomes an Under Secretary.” If that be true, then though forty still lies ahead, romance lies behind, and where could one look for it better than in one’s school days? And one does not need to step back as many as fifty-two years to be in a different world: the great social changes lie mostly in the last ten, and with these have necessarily gone great changes in the aspect, to speak generally, in which education is regarded. The mention by Sir Michael Sadler of the first time he saw soldiers brings back to my mind one of the most vivid of my school days, namely, that on which the news of the relief of Mafeking reached us at Harrow. It was on a summer afternoon, and for hours, with arms linked, we paraded up and down in lines across the High Street, singing and cheering, in part with just the ardour of boys rejoicing in having a real excuse for making unrebuked a prodigious and unseemly noise, in part swept by the curious hysteria so noticeable in the England of the South African war, so splendidly absent from the England of 1914. Those of the Headmaster’s House spent the rest of the evening like so many monkeys with faces pressed against the bars of the windows of rooms looking out on the street, bandying words and cheers with the townsfolk. Others in a house less successfully fortified managed to get out to culminate their day by dancing round a bonfire—making us green with envy on learning of the escapade the next day. Of all that hectic time I remember only one thing of educational value: the master of the form in which I then was, Mr. E. W. Howson, was a man of wide interests and strove to make us take a real interest in public affairs. He adopted the plan of devoting a few minutes at the beginning of each afternoon’s lesson to asking each boy in turn to tell him some fact gleaned from the day’s newspaper, and for every fact produced, not already given in answer, a mark was given—a small enough procedure, but it did for the first time establish in us the custom of searching the newspaper each day for some new fact; it put us all in the way of regarding public affairs as in some degree of definite interest. I have often thought since the principle, not necessarily the precise method, is worthy of universal adoption. That even a master of wide interests may be deficient in common sense another practice of this form may serve to illustrate. If any boy forgot a necessary book he was allowed to go and fetch it without punishment, provided he gave proof of diligence by arriving back in a breathless condition. I do not remember that—unless of course the boy was absent an obviously undue period—the time between his departure and return was ever strictly noted. What remains vivid in my recollection is the walk to and from one’s house and then the standing a moment outside the door of the class-room on one’s return for the purpose of summoning up a

stertorous puffing, armed with which one re-entered triumphantly and escaped censure. It has often struck me looking back—indeed it even was obvious at the time—how singular it is that masters (and I make no doubt mistresses also) should so entirely forget the tricks inseparable from juvenility and even be taken by surprise and pained by the very evasions and subterfuges which they themselves practised. Sometimes, no doubt, the surprise and pain is feigned, assumed for the purpose of discipline, together with mortar-board and gown, but everyone can recall many instances where a master could easily have outgeneralled the trickster if only he had cast his mind back to his own boyhood. I remember one salient example when my old headmaster regularly adopted the procedure of putting every boy on to construe in the order in which they sat and for a numbered paragraph. It was the simplest calculation to discover the exact paragraph for which we would be called on and to do no more. One afternoon a boy stammered so that the headmaster, taking pity, let him stop at the half paragraph—consternation all below when the next boy only finished it; everyone was one paragraph out and for the rest of the hour was construing unseen. Our headmaster noticed nothing, but merely remarked the lesson was done worse than usual. There were, of course, examples to the contrary. Once John Stogdon, of honoured memory, stopped teaching abruptly, called a boy forth and bade him exhibit his drawing—an egregious effort. All Stogdon said after surveying it was “Now once I had E. T. Reed in my form; he was always drawing, as I could see, but he could draw, so I didn’t stop him. You can’t and you mustn’t”—but then Stogdon possessed the intuitive secret of always remaining a boy at heart.

The illustrations I have given above, though they deal rather with the lighter side of school life, yet have a serious application. They emphasize what is the perpetual need of everyone engaged in teaching, to preserve an understanding of the vagaries of juvenile human nature. For one failure in this respect I must always be grateful: in my last term at Harrow, after I had passed all my examinations for Oxford, where I was to desert classics for history, my headmaster was good enough to remit for me almost all classes and to allow me “to read history by myself.” To one in his last summer term, who happened to be in the cricket XI, no more delightful euphemism could have been devised. No check was kept on my reading, which—I am ashamed now to say—did not remain entirely historical—no examination was set. Left practically entirely to his own devices in such circumstances, what boy would have failed to devote his whole mind to the art of spinning and hitting a cricket ball? Scholastically it was a wasted term; and the irony of it was that, being marked in my form *in absentia*, on some system of averages I have not yet understood, I was placed higher at the end of term than I had ever before succeeded in being. This reminiscence leads me to one of my two outstanding grievances: of literature and history I was always fond, and, like all in any form but the real scholar, could have profited greatly, and carried along with me into mature life as mental treasure the great classical masterpieces on

which, thirty lines or so at a time, we were incessantly engaged. But how could anyone, boy or man, grasp the literary beauty, even the story or the plot, when he studied it by such set means?—to stop, as perpetually happened, in the midst of a speech, to leave a Greek play half done because the term came to an end, to study it as so many lines of a dead language—that is the method we undeviatingly pursued. Had any master, disregarding the one or two scholars, taught us with breadth and told us the play as a whole, or the historical account as a piece of history, this we should all have remembered. Of all my classical studies I have real memory now of but three, the *Alcestis*—because it so chanced that I fell in with it in several forms and did get a grasp of it therefore as a complete whole; the *Siege of Syracuse* in *Thucydides*—because the master did forget classics in history and drew us plans of the siege; and the *Odes* of *Horace*—because they were taught us by one who genuinely loved them as poetry. My other grievance I have aired in public before this, that on more than one occasion a new master, fresh from the University, with no experience of teaching, learnt his job by practising for several terms upon his first forms. We were the *corpora vilia* of his experiments—which, if he had had any course of training in teaching at all, would have been done before, and not after, he assumed his life work as a master.

Education Conference at Wembley, May, 1924.

In response to an invitation from the Directors of the British Empire Exhibition which is to be held at Wembley from April to October, 1924, the Imperial Studies Committee of the Royal Colonial Institute have undertaken the organisation of an Educational Conference to be held within the Exhibition on May 26th, 28th, and 29th, immediately after Empire Day.

The Imperial Studies Committee have invited all the leading educational associations to co-operate with them, and delegates have been appointed to serve upon the organising committee by practically every one, including the Headmasters' Conference (represented by Dr. Rendall of Winchester), the Headmasters' and Assistant Masters' Associations, Headmistresses' and Assistant Mistresses' Associations, the Educational Institute of Scotland, the National Union of Teachers (represented by Mr. E. J. Sainsbury), the London Teachers' Association (represented by Mr. W. Pincombe), the Classical, Historical, and Geographical Associations, etc. At the first meeting of the committee it was decided that the general subject of the Conference should be "The Place of Imperial Studies in Education," and that it should be devoted to the practical task of discussing the methods by which it can be assured that in all grades of education knowledge of the British Empire, its growth, its extent, and above all its responsibilities, shall be secured without adding any fresh burdens to an already overweighted curriculum. The Conference will be opened on the afternoon of Monday, May 26th, by H.R.H. the Duke of Connaught, K.G., who will take the chair at the first session. There will be two sessions each afternoon separated by a short interval for tea, and it has already been arranged that the chair will be taken at two of these by Lord Burnham and Sir Charles Lucas, and at another by the Duchess of Atholl, M.P., who represents the Association of Education Authorities in Scotland.

The problem will be considered in its different aspects at successive sessions: (1) in the primary schools, (2) in the secondary schools of all kinds, (3) in the education of the adult citizen. Many experienced teachers have already promised to take part in the discussions, and full reports will appear in the press.

Arrangements have been made with the Exhibition authorities to issue tickets for the Conference, including admission to the Exhibition, at a reduced rate. These will be supplied to members through their respective associations. All communications respecting the Conference should be addressed to the Hon. Organiser and Secretary, Mr. Hugh Gunn (late Director of Education in the Orange Free State), at the Royal Colonial Institute, Northumberland Avenue, London, W.C.2.

STORIES FROM OVID.

THE CYCLOPS IN LOVE.

(*Metamorphoses* 10, 789-820.)

The ingenuity of the Alexandrian poets turned the savage Polyphemus of the Odyssey into a love-lorn swain. Ovid follows them in telling the story of the nymph Galatea, "the milk white maid," herself enamoured of young Acis, who in his arms listens to the Cyclops song, familiar to English readers in Handel's setting.

My Galatea is more white
Than privet flowers, than glass more bright;
Alders are not so slim and tall,
Or frolic kids so gay withal;
She is more smooth than sea-worn shells,
More blooming than the meadow dells.

The winter's sun, the summer's shade
Are not so welcome as my maid:
The crystal ice is not so clear,
The plane so noble, fruit so dear.
Sweeter than grapes that ripe have grown,
More soft than curdled milk or down,
More fair than watered gardens she,
If only she were kind to me.

But Galatea's wilder far
Than untamed cattle ever are,
More false than water, hard than oak,
More boisterous than a rushing brook,
Tougher than vines or willows prove,
And harder than these rocks to move.

More fierce than fire, than the wave
More deaf if you her mercy crave;
A peacock praised is not so vain,
Nor thorns so sharp your flesh to pain;
A she-bear will more pity show,
A trodden snake more grace allow.
And—what is worst of all I find—
She can run swifter than the wind.

And yet if she the truth could guess
She would regret her hastiness,
Herself condemn her coy delay
And beg that I might constant stay;
For on the hills my safe retreat
Knows not of cold nor summer's heat.

Apples, and on each trailing vine
Grapes gold and purple—all are mine
And shall be hers: she may partake
Of berries in the forest brake,
Plums waxen pale and red beside,
If only she will be my bride.
Chestnuts and arbuté she shall have
And every tree shall be her slave.

F. A. WRIGHT.

STYLE IN SCHOOL WORK.

The following is a summary of a paper read by Professor E. T. Campagnac of Liverpool University at a meeting organised by the College of Preceptors, under the presidency of Sir Philip Magnus, Bart., President of the Council of the College.

In his opening remarks the Chairman urged that the academic education of teachers should be carried on in Universities rather than in separate institutions, and that professional training should not be rigid or universal in type but should be conducted under conditions which would provide for the greatest possible amount of experiment and variety.

In the course of his address Professor Campagnac said:—

What is style in school work? The truth is that all men are concerned with style, and though they may exhibit it, if they possess it, in various manners according to the various matters with which they deal, its principle, its essential qualities, are always the same. If teachers, as a group of people, differ from any and every other group of people, it is not because they are pursuing a different thing, not because style means one thing for them and quite another thing for other groups, but only because they are doubly concerned to find it. They want it for themselves, and they want it for their pupils, too. The younger generation, if they are to do new things, must be mindful of things done in the time of old.

I have never learnt to believe that it is no part, or at most but a very small part, of the duty of a teacher to teach, but that it is his rôle to stand aside or in the background and watch his pupils develop themselves. Why indeed they should be called his pupils in such a situation I do not understand. I have not learnt to believe that children and young persons must educate themselves. The doctrine seems to me to be one of those half truths which are more nonsensical and dangerous than whole and hearty lies. If they must educate themselves, why all this pother about educating them? Let them alone, we are counselled; leave "them alone and they'll come home, wagging their tails behind them." But will they? Will they not be more likely to wander far and wide over barren fields, wagging their heads in sad surprise that we have abandoned them and forsaken our proper tasks?

Or, if they should come home, what is their destination? Children and young people do not make home; we have made it; they educate us, but they must adapt themselves, accept restrictions, and, if we have made it and maintain it, we may justly profess to be educating them.

A teacher must teach; I do not say that he can discharge his duty by declaiming to his pupils things which he happens to know. I believe that the best method he can adopt for conveying to them what he knows and what he is convinced it will be good for them to know, is that of speaking to them. Speech, of course, is not necessarily monologue. It invites partnership. Our pupils must learn to speak, and we must take our share of listening.

The teacher is a talker, but he must be a good talker, if he is to be a good teacher. A good talker is provocative and sympathetic. He has a tongue in his head, but he has ears to hear tongues other than his own. Tongues and ears are the instruments provided for us

by nature for carrying on human intercourse. Are we to disuse the ancient arts of speaking and listening and betake ourselves to apparatus?

What we want is an escape from the material. We are let and hindered by the machinery of the work. We need to escape from this sea of things into some safe territory of ideas where knowledge is unified and brought to the surface of human life in the form of beauty. Shall we be assisted to make that escape by increasing the number of mechanical devices and consoling ourselves with apparatus?

By style in school work I mean the perfection of such work with such human intercourse as is possible and appropriate in schools between teachers and teachers, between teachers and pupils, and between pupils and pupils themselves. That is the business of education, and it is the ultimate business of human life. The intercourse of mind with mind, the contact and impact of the live spirit upon spirits less alive with the hope of making both livelier and producing for them and for others a life literally abounding and overflowing—that I take to be our object, and that object we shall attain if we seek for that kind of beauty which is only another name for efficiency. The beautiful creature is the creature which is perfectly adapted to its end, balanced, in itself fitly related to its environment, and performing its functions with ease, dignity, and success. It is because I believe that, that I do not hesitate to put forward beauty as an object to be sought by teachers in their own utterances and deliberately to be presented by teachers to their pupils as an object for those pupils to pursue. This deliberate pursuit of beauty is saved from effeminacy on the one hand and from vulgarity upon the other by certain considerations: beauty means proportion and balance, and it implies a just relationship to environment; in other words, beauty cannot be had without self-respect and without an equal respect for other people.

I am very far from believing that talk is everything, or even that the cultivation of the art of speech—in which, of course, I include writing—is the only duty of a teacher or of a human being, but I put forward this suggestion to you: that what we know and what we care for becomes a part of ourselves.

I should like to recall to your mind what Quintilian said about this question of style. He lays down certain standards for correct speech (and remember I use the word "speech" as a general term for human communications). The first quality is correctness; obedience to rule; discipline; control. The second rule Quintilian lays down for those who are seeking style is not less interesting; it is that they must pursue clearness. The Latin word is worth recalling; it means transparent. Your style must be so clear as to be transparent and to reveal one mind to another. Third, after the other two are secured, there comes "elegance" or beauty. Note the order of these qualities: correctness, clearness, elegance. First of all, the laborious attempt to obey rule; second, the not less laborious effort to be

perfectly clear and intelligible ; and, last, when mastery has been attained, there comes the liberty to play. We are inclined to reverse that. Play is the reward of a man who has worked hard. It is not the prerogative of the bungling beginner.

How are these qualities to be attained? "Turn back," he says, "to common sense ; turn back to the practice and example of your ancestors." Have a reverence for the great practitioners, choose words which have the authority of great names. If a man has done a thing well, mould yourself on him.

There is such a thing, not to be defined but quite easily to be understood, as the practice and habit of the best people. Who are the best people? Of course the best people are those whom we think best, those about whom there seems a consensus in that respect.

I believe that the pursuit of style is an essential duty of teachers ; that they should pursue it themselves, and they should encourage their pupils to pursue it likewise.

In the discussion which followed, Miss Burstall of Manchester High School gave it as her opinion that the young child was much more dependent on material than the older, and that in condemning apparatus Professor Campagnac was thinking only of the more advanced child. The use of apparatus might be justified she thought because of the more primitive stage at which the young child was. In the case of the more advanced children Miss Burstall said she quite agreed with the lecturer in believing that the right use of speech was of the utmost importance in teaching. She also agreed that the methods employed with success in teaching small children should not be dragged into the teaching of older ones, and that too much freedom was to be deplored. In this matter, Miss Burstall said, she still believed in dates and formulæ, and thus was sufficiently old-fashioned to be new. It was her opinion that we had gone too far away from the old-fashioned respect for authority, the use of memory, and the care for beauty and finish in speech.

The Chairman then proposed a hearty vote of thanks to Professor Campagnac, and went on to say that he was very glad to hear him criticise the doctrine that children must educate themselves. Pupils could do much towards educating themselves, but at the same time the teacher should show them on what lines they should proceed, and so perhaps it would be a shorter process if the teacher educated them himself previously.

He also said that he was glad to hear the Professor place such a great importance on the desirability of teaching children to express themselves, a gift which unhappily had become rare. He also referred to the tendency to alter the English language through the mispronunciation of words by children. Attention should be called to the direct and indirect effects of correct speech.

When he had answered one or two questions put to him, Professor Campagnac said in conclusion that he could not agree with what Miss Burstall had said, and stated that he thought that young children had, through inexperience of hardships, a spiritual quality and imaginative perception which enabled them to use toys and other things, but which also enabled them to do without them.

SCHOOLMARMS.

BY MURIEL HOLBROOK.

II.—"A PRAIRIE ENCOUNTER."

The monotony of the long prairie trail was broken by the white and green school and the blaze of flowers fronting the teacher's house.

A traveller, seeing the pump, stopped his car, as all travellers did.

"Can I get water here?" he called to the teacher who sat on her door-step reading.

She came towards the pump with a pail.

The remarks followed their unvarying sequence—the good well, the fine show of flowers, her complete isolation in the Russian settlement and the nerve required to stand it.

The radiator filled, he turned to say good-bye, and said instead :

"You remind me of somebody." They discussed possibilities, found that they came from neighbouring English counties and compared notes on Canada.

"I've no kick coming. I'm engineering, and believe me it gets you ; especially in the mountains—real work, you know," he said.

An hour slipped away.

"Say ! The sun's down and the trail's bad in places," she suddenly observed.

"For the Love of Mike ! It's been so jolly, I'll be three hundred miles away in a couple of days."

But he was back on Sunday morning, saying, before she had time to open the screen door :

"I believe I've discovered you—are you Tessie Darrington?"

"Yes," she cried, admitting him.

"Then you lived in Bunsall in the Wye Valley?"

"Till I was six."

"Remember a couple of youngsters, paying guests at your place?"

"Yes, Winnie and Douglas Willoughby."

"Douglas Willoughby, that's me !"

"For goodness sake ! But how did you piece it together?"

"Your resemblance—you know how tantalising a vague memory can be—then all at once from out of nowhere came your mother's face. You must be very like your mother?"

She nodded, saying slowly :

"It takes the West to stage an encounter like this."

"The West's all right, believe me !"

It took much talking over. Threading in and out of memory, they wove an attractive pattern of the incidents of that summer of their childhood and drifted on to what had happened to each since.

At sunset she reminded him that the trail was bad in places.

"I simply had to double back, but I must stay out this time. It'll be Christmas before I'm free again. You'll be finished here, too. Say, can't we fix up to meet somewhere? Winnipeg or Calgary? We'll write, of course."

She stood looking up the trail long after the sound of his car had died away.

LABOUR AND EDUCATIONAL ENDOWMENTS.

BY HAROLD T. WILKINS.

We print the following article as the expression of a point of view which is especially interesting at the present time. The opinions of the writer are not to be taken as those of "The Education Outlook."—EDITOR.

For many years past the Co-operative and Labour movements have shown their appreciation of the age-long injustice to English workers in respect to the alienation and misapplication of the endowments of our older public schools and universities. At the Nottingham Conference, in 1918, the Labour Party reiterated its demand for a democratic readjustment of the position when it resolved that "Universities should be free and that educational endowments should be diverted from their present use, and put at the disposal of the classes for whom they were left."

It is notorious that Oxford and Cambridge Universities and the public schools have signally failed in achieving their two main objects—the advancement of knowledge, in the sense of creative power; and the education and maintenance of the poor. One of the grave dangers to which this has exposed industrial workers was recently made plain by Mr. Fred Bramley, at Bradford Trade Union Congress, when he referred to the agreement between the Federation of British Industries and the universities, reserving the higher administrative posts in industry for 'Varsity and public school men. This arrangement would, of course, sound the death knell to any chance of promotion for able workers deprived of such educational opportunities.

Be it noted that in 1912-13, out of 49,120 ex-elementary school pupils holding free places at secondary schools in Great Britain, *less than 0.3 per cent.* succeeded in reaching the older universities *via* the avenue of scholarships. No wonder, therefore, that Oxford and Cambridge Universities are styled "places of education for young gentlemen!"

From 1919-22 a Royal Commission on Oxford and Cambridge Universities sat to consider, among other things, a situation in which the universities, for the first time in their history, "call for assistance for general purposes from public funds." Their recommendations have been embodied in a Bill which passed its third reading on July 20th, when Mr. C. Buxton, a Labour member, got the Minister of Education to accept an amendment safeguarding the interests of poor students in any revision of the University Statutes. This Commission was much exercised in its mind as to the interpretation to be placed upon the words "poor and needy scholars" (*pauperes et indigentes scolares*) so often occurring in the statutes of public schools and colleges founded in England in the fourteenth and fifteenth centuries (*e.g.*, Winchester and Eton).

It finds this "a difficult question," and dismisses entirely the idea that the children of agricultural labourers or town artisans had any opportunities of higher education in England in the Middle Ages. "We have," the commission says, "to think of scholars of the early times as coming chiefly from the families of small yeomen, or as children of the many retainers of a noble house." So that really, *pace* the Commission, the term "poor and needy" in the statutes of these historic English foundations meant just nothing at all! A stranger class-distortion or more shameful travesty of historical facts cannot well be conceived!

What are the facts as to the education of poor scholars (of a social origin corresponding to the modern working class) at grammar and public schools and universities in England, prior to the Reformation? From the beginning of the twelfth right on through the fourteenth and fifteenth centuries in England an increasing number of children of free (town-artisan) and unfree classes (serfs or villeins attached to the manorial soil) went from grammar school to university.

A famous court wit, Walter de Map, sneered at the early twelfth century English villeins, or serfs, for "attempting to educate their ignoble and degenerate offspring in the liberal arts to them forbidden." John de Trevisa, in the next century (1385), implies that there are no gentle-folks' children attending schools; and Richard II bluntly rejected a petition from the reactionary landlord class, represented in the Commons, praying that no neif or villein be allowed as heretofore to send his children to school to alter their social status by learning.

As the present writer pointed out in "English Educational Endowments" (published by the W.E.A. in 1917), William of Wykeham, the son of a serf, who founded Winchester College in 1381, laid it down that nobody possessing five marks, or half the wage of a contemporary working carpenter, could be deemed in need of a scholarship on his foundation. As we know, there are temperaments and tastes to whom an income of £10,000 a year would be poverty!

No greater service can be rendered to the community than that Labour should claim its rightful share in these educational legacies from the past, coming not as a suppliant for crumbs from the rich man's table, but as Esau cheated of his birthright by the new rich of the reaction against collectivism, masquerading under the cloak of the sixteenth century religious Reformation in England. We do not appeal to *a priori* ideas of justice in a capitalist society, but for Labour's rightful due.

Council School Boys at Oxford and Cambridge.

In a letter to *The Times* of 17th January, Sir William Lancaster says:—"Elementary education in Council schools has lately been subjected to a great deal of criticism. Perhaps you will kindly allow me to give my experience.

"Some years ago it was my privilege to establish two exhibitions at Oxford or Cambridge (the winner's choice) open to the sons of men who had been employed for five years in any capacity by the company with which I spent my business life. The boys have been drawn from all parts of the country and the examinations are held in London by the Oxford and Cambridge Joint Examination Board, the competitors' and other expenses being defrayed by the trust. With one exception, these exhibitions have been won by boys whose education began in Council elementary schools. Many of them have gained school scholarships. I asked the father of one brilliant winner whether his son had tried for any other scholarship, and found him quite ignorant of any such opportunity. I advised him on return home to consult the boy's headmaster, and had the pleasure shortly after of hearing that the boy had won a £70 exhibition at Oxford. This boy is now a master in a United States college. Another has taken the Oxford degree of Doctor of Philosophy. The teachers in the elementary Council schools which these boys attended must have laid a pretty sound foundation."

US AND OURSELVES.

By GERTRUDE VAUGHAN.

I like to think of that picture in the National Gallery of Tobias and the Angel—Tobias, carrying his only luggage, a large fish, guided forcibly by his celestial companion in the way in which it was ordained that he should go, willy nilly. Among the psychically inclined this is a definite occurrence; they feel, they will tell you, as if a human hand propelled them in a given direction, quite without their own volition or choice. Volumes might be written about it, and if I were compiling them I should choose as a title for the thousands of tomes "The Angel of Tobias," because that is how it always presents itself to me. Some of the writers, no doubt, would argue that it was not a good angel (the one in the picture is most respectable) but a bad spirit. Others would say that it was nothing in the wide world but a change of mood or a vacillating will, or that you suddenly remembered that you had left the gas on and must "get back" (strange how much of our lives we spend in "getting back!") Unless we are of that happy company that, owning no dwelling, can afford to break the clocks, sleep when the sun goes down, and owe no allegiance to any master but their own mood). Others would say it was "conscience."

Here is another theory which should certainly find a place in my big library on the subject. Supposing what really happens is that some deeply buried and unknown ancestor, bound up in our very nature, leaps suddenly over the threshold and insists for the time on being US? Dangerous people, some of these buried selves! Not all equally reputable—legacies from some ancestries about which we seldom think even when we go to the Zoo. Sudden crimes, the theorists who take this view would say, are committed by otherwise respectable members of society momentarily dominated by evil ancestors breaking loose in their very inmost beings, getting on their hind legs and driving their host, off his guard, to do the evil deed. A great opportunity here for the moralists.

But there are very simple instances of how it works, and what happens to most of us who have these interesting experiences is so innocent and pleasant that afterwards we are only conscious that we set out to do one thing and ended by doing another, say going into a bookseller's shop to buy a treatise on double entry and coming out hugging an early edition of Shelley, with the happy knowledge that while double entry exists in an inexplicable world it does not matter one iota, but that poetry matters all the letters of the alphabet and the punctuation thereof.

And this is what happened yesterday, and is responsible for these reflections. I really was going to see that friend. There was just time. I owed the visit. There was every reason why I should go and no reason at all why I should not. I wanted to go. I meant to go. I started out to go.

The streets were very full of hurrying people, all intent on "getting there." By sheer force of habit I hurried too. And then, without the slightest warning, one of my selves (if that particular theory is right) said "This way, please," and I was in the Abbey, and in another moment I was in what is to me its innermost

heart, the little chapel of St. Faith. So very old in the midst of very old things. So very still and quiet in the midst of stillness and quietness. The sounds of footsteps, voices, hammering, striking of clocks come to that little sanctuary muffled, as if from another century, another world. The tall stately figure of the saint, shining out of the dimness of her background, under her pointed arch; that single shaft of light from the lamp; the quaint "small half figure of a praying Benedictine monk" from whose lips issues a scroll with a prayer, to the "sweet virgin" whose picture he painted, centuries ago when art was religion and religion an integral part of daily life—how different from the life of to-day, the restlessness of this age. A mysterious force, the imperishable product of ages, seems to dwell in such quiet places; something that lives though the honoured dust, as the epitaph writers loved to call it, crumbled long ago; something that it is good to breathe for a few secret moments before joining the busy throng again; something that is the undying heritage of us all, rich or poor, clever or dull, famous or obscure.

Too late to look up that friend. Too late to do anything but "get back" once more, and to bless that deeply buried and unknown ancestor—if one may think of him or her thus—for an oasis in the dusty track of daily life, the imperishable note of poetry that lives when all else crumbles away.

Psychoanalysis in Retrospect.

"According to what the doctors used to tell me in the days when mind-curing was fashionable, the air-raid must have left a deep and permanent mark on my subconsciousness. I have been assured that I have to attribute to this cause my dislike of being in the dark (except when I am in bed), my occasional nervousness about loud, sudden noises, my nervousness about other people, especially children, carrying firearms, my preference for having the door shut when I am asleep, my preference for having the window open on the same occasions, my want of ear for music, my inability to face learning the German language, my distaste for sausages, my fondness for lying in bed after I am called, my fear of cellars (which I thought was due to rats), my refusal to wear a maroon dress, my irritability when people whistle much in my hearing, my antipathy to the Tube when it is crowded, and Heaven knows what other sinister characteristics."—From "Memoirs of the Future, 1915-1972"; written in the year of Grace 1988, by *Opal, Lady Porstock*, edited by R. A. Knox.

A PEDLAR'S PACK: by Rowland Kenney. (Jonathan Cape. 7s. 6d. net.)

Mr. Rowland Kenney sees life red and reveals it without reticence. That is not to say that he "sees red," or bestirs himself to be flamboyant in his candour. His vigorous tales of life among navvies, tramps, railwaymen and their associates have the mark of truth and are amazingly well told. Comfortable and comfort-loving folks who talk with condescension of "manual workers" should read this book and learn what manual work of certain kinds really involves. Mr. Kenney has written a book of real value, albeit it is hardly the kind of thing to be used as a school reader.

R.

GLIMPSSES FROM THE PAST—II.

EXTRACTS FROM THE LOG OF AN ELEMENTARY SCHOOL: COLLECTED AND ANNOTATED BY B.A.

[We continue below the story of a village school in 1870.—EDITOR.]

"1870. May 31st: One of my first class boys told me that his brother had started that morning for Persia. He thought it was somewhere in Asia. He also, unasked, stated that some Persian gentlemen had purchased an agricultural steam engine, but when it reached Persia they could not work it, and therefore they sent orders per telegram for someone to instruct them in the working. My class seemed much interested, so that next Geography lesson I shall not forget to tell them about Persia and the way the above-mentioned brother would most likely travel, etc." (But it unfortunately turned out that the machine and the brother never reached Persia, but only got as far as *Prussia*.)

"June 1st: Found the monitor of the third class playing with the children. School-room close and children sleepy."

"3rd: This morning in my Geography lesson I mentioned Uxbridge, when I found soon that my first class knew a dreadful murder had taken place there and were well up in the particulars. I must think that the 'penny' papers do much harm in dwelling on these sad crimes. I shall not forget again and again to impress upon them the 6th Commandment. This being Whit-Monday, the school went to Church at 11 a.m." (Bank Holiday in Church—*tempora mutantur!*)

"7th: Two little girls came to school with dirty hands. Went to Church in the morning the same as yesterday."

"8th: A parent requested permission for her daughter to attend school only in the afternoon. Many parents seem to think we ought to work the school so as to suit their own peculiar circumstances." (Teachers to-day have been known to express similar opinions.)

"13th, Monday: I was much pleased this morning with the appearance of the children. They all looked clean and tidy. Scripture lesson, 'The Fall.'"

"14th: Several children in school with very weak eyes, and several others with flowers in their button-holes." (This entry seems to require elucidation—I have quite failed to see any connection between these statements.)

"15th: Punished several boys for bathing without their parents' permission, and one boy for copying."

"16th: Many children absent as there was a tempest during the night and early morning."

"17th: The tempest continued during the day. Admitted one boy. Scripture lesson, 'The Flood.'" (Jonah has a weakness for scriptural diction, e.g., he "reproves," "rebukes," and speaks of tempests.)

"July 4th: The schoolroom most oppressive. I could not but pity the poor children."

"5th: I gave the school a holiday as the Treat mentioned and given by the Right Hon'ble the Countess of — takes place this afternoon, being her Ladyship's wedding day. God bless them both."

"7th: Our entertainment. The Chair was taken by the Right Hon'ble the Earl of —, who was pleased to give £5 to the school. I was deeply moved when the Noble Chairman, speaking of my humble self and services, was pleased to use the words 'our excellent School-

master.' I am indeed truly thankful that my past 20 years' labours in this parish merit such encouragement and approval." (Poor Jonah deeply underlines the words "I am truly thankful." The Noble Earl now sells the estate and Jonah tearfully commends himself to the protection of the Almighty. It would be cruel to transcribe his words in full. He concludes thus: "'Tis hard indeed after so many years' labour to be severed thus from those most likely to protect us." It would seem to us that he is unnecessarily alarmed. It would seem that his Noble Patron did very little for him. He gave the children a holiday now and then and an occasional treat, but the idea of raising Jonah's salary never seemed to occur to him.)

"11th: I have not felt at all well to-day. My head very light. Children seemed very kind and quiet."

"12th: Gave a lesson on 'Two Heaps.' The *good* and *bad*. Children very attentive. I have been often grieved to find some of my old scholars turn out bad men. I mean unsteady and attending beer houses. The evil influences of such places on a youth are very, very great. What a pity every village has not got a Reading Room where they could assemble and meet together for good instead of evil. Our school work is often undone in these hot-beds of low morals and crime."

"14th: Children very sleepy. Gave lesson on the Litany."

"15th: Several girls late in the afternoon—their houses are a long way from the school. Poor things; I fear they often get punished when the fault is more their parents' than their own."

"22nd: Received the *Graphic* with the Countess of —'s portrait in it."

"23rd: Lesson on 'Amusements,' and concluded with practical hints to be 'merry and wise in their pastimes.'"

"Aug. 2nd: Only one boy in the first class, the Harvest becoming general."

"5th: Harvest holiday—I am truly thankful for a little rest."

"14th: Gave a short account of the war (Franco-Prussian). Scripture lesson, 'Lot.'"

"21st: Gave leave to a boy and girl to assist in the garden. The cottagers very busy with their potatoes this week."

"Sept. 23rd: I will now record that my school presented the Right Hon'ble the Countess of — with two views of the Hall (photographs), specially taken. Her Ladyship was 'much pleased' with the little offering."

"Oct. 18th: At dinner-time found the cupboard very untidy and rebuked the monitor. Had the boys' offices swept out. Scripture lesson, 'The Twelve Apostles.'"

"27th: I am almost certain that three scholars in the second class copied in their arithmetic this morning. I shall watch them narrowly."

"Nov. 4th: Cautioned the first class as to their game of 'Cat and Bandy,' fearing they might hurt the little ones."

"Dec. 1st: Found a 'bad word' scribbled on the porch, but have not found out the writer."

"2nd: Two boys caught swinging when sent to fetch coal for the fires."

"13th: A very wet and uncomfortable day. Scripture lesson, 'St. Peter walking on the sea.'"

"16th: Very dark soon after three o'clock in the afternoon. Second class did a multiplication sum for the first time. A monitor hit one of the lads with a pointer. Scripture lesson, 'The Syro-Phoenician Woman.'"

"1871. Jan. 9th: Being Plough Monday several children absent."

"19th: The Vicar brought the school an almanac for 1871, and heard Standard V read some poetry."

"23rd: Several children taken ill in school and so I sent them home. Scripture lesson, 'The Ten Plagues.'" (Jonah is often topical in his Scripture lessons, but probably not of design.)

"30th: One of the ladies on the Sewing Committee brought the whole school some sweets."

"Feb. 13th: Scripture lesson, 'The Manna.' The Vicar did not take the first class this morning."

"15th: Found the answer of a sum in ink on one of the girl's benches—intended doubtless for another to copy it. Scripture lesson, 'Rephidim.' Several boys came in late."

"21st: This being Ash Wednesday the school attended Church at 11 a.m. Two boys went home. A first class boy ran off when going to Church."

"23rd: Geography lesson, 'Ireland.'" (Jonah's Geography Syllabus might be described as erratic. He mentions before this "Capes of England," "Features of the Six Continents," "Uxbridge," and "Persia.")

"24th: Scripture lesson, 'The Giving of the Law.' The Vicar gave a Scripture lesson to the first class."

"Mar. 3rd: Caught two boys sharpening their pencils with their pocket knives." (Under the foregoing statement H.M.I. gravely appends his signature.)

"10th: School closed as there was a Confirmation Service in the Church."

"17th: A monitor reported that a very little boy, 5 years old, was playing with a glass marble during lesson. I requested the lad to bring it to me, but when he got to me he had changed the glass one for another of stone which he offered me instead." (We can picture the chagrin of the "very small boy," and wonder whether Jonah confiscated the glass marble.)

"Mar. 20th: The 'Privy Council' report that Jonah should make the children more familiar with the correct spelling of words in everyday use."

"24th: Inquired of the managers whether the Time Table was to be adjusted so as to meet the requirements of the Educ. Code of 1870. Answer not yet given." (No doubt a question for the "Privy Council" again.)

"Apr. 7th: One of the teachers wrote a 'bad word' on the blackboard. A child out of the class came to tell me." (A "regrettable incident"—but a high class instructor of youth cannot be expected for 1s. per week.)

"14th: Received permission (from the Privy Council) to sit for a Certificate next Xmas!!!" (Poor Jonah adds the triple mark of exclamation—but whether in sorrow, anger or joy we can only surmise. Up to this time he had served for over twenty years.)

GLEANINGS.

Bacon on Education and Revolution (Advancement of Learning, Book I).

"Again, for that other conceit, that learning should undermine the reverence of laws and government, it is assuredly a mere depravation and calumny, without all shadow of truth. For to say, that a blind custom of obedience should be a surer obligation, than duty taught and understood; it is to affirm, that a blind man may tread surer by a guide, than a seeing man can by a light. And it is without all controversy, that learning doth make the minds of men gentle, generous, maniable and pliant to government; whereas ignorance makes them churlish, thwarting, and mutinous: and the evidence of time doth clear this assertion, considering that the most barbarous, rude, and unlearned times have been most subject to tumults, seditions, and changes."

The Pilgrim Daughters—New Style?

Writing on the 10th January, the Washington correspondent of the *Morning Post* says: "A pretty picture of the American college girl was painted by Dr. Charles J. Smith, President of the Roanoke College, Va., who, addressing a conference of Lutheran teachers, said 'the world has never known the turning loose of such an army of hard-drinking, cigarette-puffing, licentious Amazons as walk our streets and invade our quadrangles to-day.' What can we do when the daughters of the so-called 'best people' come out attired scantily in clothing, but abundantly in paint, with a bottle of liquor, not on the hip, but in the handbag; dance as voluptuously as possible in order to appear popular; call for frequent intermissions to give them an opportunity to quench their thirst from the bottle; and, with the man of their choice, engage in violent petting parties in the luxurious retreat of a big limousine?"

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

February, 1849.

A REVIVAL OF OLD PRACTICES.

An *émeute* took place at Winchester College among the gentlemen commoners, owing to Dr. Moberley, the head-master, having forbidden the customary display of fireworks on the evening previous to the holydays. The young gentlemen, however, were determined . . . and the usual supply . . . was thrown over the wall into the play-ground during the time of divine service on Saturday. No sooner was the service over than the commoners made for their play-ground, and speedily kindling a large bonfire commenced kicking out fire balls. Dr. Moberley . . . hastened to the spot, when a number of serpents were directed against him, and he was obliged to retire. On Sunday, the Doctor having intimated his intention of severely punishing the ringleaders, the youths refused to attend the chapel, and on Monday morning declined making their appearance, and for protection, barred out their master, who in his turn barred them in. The besieged stood out several hours; but before evening they were starved into a surrender, when some of the most forward were flogged, and one . . . was expelled.

The fault manifestly belongs exclusively to the system which regards the schoolmaster as a teacher only. We trust it may lead the advocates of the system of *discipline* . . . in our Public Schools to make inquiry into its results, as compared with those obtained in establishments in which the number of pupils is not so great as to render it physically and morally impossible for the Master to become the personal friend of his pupils, and in which the *spirit*, as it is called, which they desire to cultivate in boys is regarded with all the horror and detestation which a spirit so opposed to every principle of Christianity is calculated to excite.—(From *Gleanings and Miscellanies*.)

ANTHONY TROLLOPE AS A BOY.

BY S. T. H. PARKES.

Mark Pattison, towards the close of his "Memoirs," alludes to "the minuteness of the germ out of which a wide and full intellectual life" is sometimes evolved. He is describing his own experience, but the train of thought is suggested by Trollope's "Autobiography," first published in 1883, some two years before the "Memoirs." Pattison quotes a writer in the *Spectator*: "There exists in some men a mental husk or shell out of which they grow, as they grow out of physical weakness or uncouthness. . . . Such men's minds do not simply grow, they break through also. . . . Why should not the explanation of Anthony Trollope's boyhood be that he, the clear-sighted novelist, able man of business, and successful public servant, actually was, till he was twenty-five, a disagreeable dullard? . . . This is nearly my own mental experience; my first consciousness is that of stupidity. . . . Slowly, and not without laborious effort, I began to emerge, to conquer, as it were, in the realm of ideas. It was all growth, development, and I have never ceased to grow, to develop, to discover, up to the very last."

Readers of Trollope's long-forgotten "Autobiography" (recently re-published by the Oxford University Press) will find this slow emergence from the chrysalis stage poignantly portrayed in the novelist's account of his school days and early official life. He possessed inherited ability on both sides. His father was a Wykehamist and a Fellow of New College, as was his maternal grandfather. His mother was a voluminous and successful writer of novels and books of travel. The mother of six children, she was also a woman of remarkable business and administrative capacity. Lack of money, however, dogged Trollope in his early years; neglect and contumely depressed his spirits and stunted his mental growth. "My boyhood was as unhappy," he tells us, "as that of a young gentleman could well be, my misfortunes arising from a mixture of poverty and gentle standing on the part of my father, and from an utter want on my own part of that juvenile manhood which enables some boys to hold up their heads even among the distresses which such a position is sure to produce." Physical courage he never lacked. Of his second period at Harrow he writes: "The indignities I endured are not to be described. As I look back it seems to me that all hands were turned against me—those of masters as well as boys. I was allowed to join in no play. Nor did I learn anything—for I was taught nothing. . . . I was never a coward, and cared for a thrashing as little as any boy, but one cannot make a stand against the acerbities of three hundred tyrants without a moral courage of which at that time I possessed none. . . . At last I was driven to rebellion, and there came a great fight—at the end of which my opponent had to be taken home for a while."

Trollope concludes the chapter on his twelve years of school life (1822-1834) with this pregnant paragraph: "I feel convinced in my mind that I have been flogged oftener than any human being alive. . . . Yet when I think how little I knew of Latin or Greek on leaving Harrow at nineteen, I am astonished at the possibility of such waste of time. I am now a fair Latin scholar—

that is to say I can read and enjoy the Latin classics, and could probably make myself understood in Latin prose. But the knowledge which I have, I have acquired since I left school. . . . These were twelve years of tuition in which I do not remember that I ever knew a lesson! When I left Harrow I was nearly at the top of the school, being a monitor, and, I think, the seventh boy. This position I achieved by gravitation upwards. . . . From the first to the last there was nothing satisfactory in my school career—except the way in which I licked the boy who had to be taken home to be cured."

One may be permitted to question how, at the age of eleven or even sixteen, this unpromising pupil would have fared under modern psychological tests of mental efficiency.

Scanty as were Trollope's scholastic attainments his literary bent was early shown. Spelling and handwriting might be deplorable, yet he could express himself with ease and clearness. At nineteen he gave the palm among English novels to "Pride and Prejudice"; no mean touchstone of literary taste. He had already formed the habit of day-dreaming and castle-building; a habit he denounces, while admitting that without it he would not in later years have become a writer of novels. Shortly after leaving Harrow he obtained a post in the Secretary's Office of the G.P.O., where he acquitted himself apparently with little better success than at school. He acknowledges that during the first seven years of his official life he was neither punctual nor industrious.

He was indeed always in trouble, and yet always striving to show how good a public servant he could become if only a fair chance were given him. It came, after seven years' drudgery in the Secretary's Office, when he was twenty-six. He then obtained a berth in the west of Ireland with a salary of £400 a year. This proved the turning point in his career and he never looked back. "Since that time," he exclaims, "who has had a happier life than mine?" He met with congenial society and warm-hearted hospitality. His chief kept a pack of hounds, and Trollope bought a hunter. Thenceforth hunting, and the provision of pillar-boxes for a grateful public, became the joys of his life. Rapidly he developed into a model of energy and efficiency, and speedily won official recognition.

The transparent honesty and blunt candour of the "Autobiography" which alienated the later Victorian public may prove more congenial to our taste; his novels are already in renewed demand. The old idea of Trollope as a namby-pamby writer does not survive perusal of the "Autobiography," which attests true sportsmanship, virility, combativeness, courage.

THE "REASON WHY" GEOGRAPHIES: by T. W. F. Parkinson. (Collins Clear Type Press. 3s.)

This book is produced in the usual attractive and excellent manner of Messrs. Collins, and is illustrated by a wealth of diagrams and photographs. The subject is so wide that to attempt to deal with both North and South America within the limits of 250 pages printed in large type is a difficult task, but Mr. Parkinson with his experience has not failed and has produced a useful book.

ART.

ON LOOKING AT PICTURES.

(Concluded.)

No one will deny that various forms of enjoyment are to be got from looking at pictures; for example, the reminiscent joy of holiday photographs, the historical interest of old portraits, the amusement of seeing friends by flashlight. But these have little to do with graphic art as such, and nobody should pretend that they have. The error, however, does exist. There are pictures whose function is purely reminiscent; these are generally called "literary" pictures, though they cannot possibly have any literary value and we had better refer to them as "journalese."

A noted example of journalese is "The Fallen Idol," by the Hon. John Collier. Here the main interest is the "problem," or rather puzzle, quite an interesting one. The public mind in this country immediately flies to marital infidelity; some believe the woman and some the man to be the offender. My personal impression, having due regard to the significance of the safe and account books, is that the man has failed to supply the income which his general appearance led his wife to expect of him. I hope that this sympathetic reference to the picture will relieve me of any accusation of condemning it with undue savagery; my contention is that as a work of the graphic arts it has no intention of existing. Fra Lippo Lippi's sage remark, "We like things better when they're painted" expresses very well our feeling with regard to anything that is in the slightest degree representational art. We like things better when they are written about; we are stimulated by the intense light with which an artist is able to bring forward certain abstract values of his subject. We value an artist for what he can teach us, which is something more than a trite moral lesson and concerns such exciting facts as that cornflowers are purple in the sun and blue in the shadow, that a tree occupies a three dimensional space, that a group of objects on a table has an entrancing visual interest, that there is colour in a slum—and hundreds of other unsuspected things. Let us return to our "Fallen Idol." As a painting its virtues are negative. The design is not irritating, the drawing is not dreadfully bad, and the colour is passably correct. But these things reveal nothing to us. We feel no inclination to rush back to nature to have another look because we had not expected it to be so interesting. Its qualities, by the way, are the very ones which allow it to creep into our public life: on the safety first principle, while a great work of art will inevitably shock (education is to some a painful process) and therefore be repulsed, a work of negative virtues safely passes a committee.

Now to avoid any accusation of unfair comparison I will refer to another picture which, though it falls very far short of being a great work of art, does so for entirely different reasons: "The Bath of Psyche," by

Lord Leighton. Here is a picture feeble in the extreme, but the artist's intentions have been strictly graphic. He has tried to reveal the significance of nature by design, form, and colour. That he has failed seems to me very obvious; why he has failed belongs to psychology, but the respects in which he has failed can be a little explained. First, the design has been faked up rather than felt. It has not that quality which we refer to helplessly as inspiration. The figure does not occupy the frame, nor does the background. Neither dominates, and there is no homogeneity. The drapery is so much filling to get over the spare ground. The drawing is feeble; the body has no solidity; the head is not articulated. The colour is pretty and clean but characterless. An attempt to follow the delicate changes of colour over flesh and marble has resulted merely in a sort of soap-bubble colouring. A curious shrinking from what the artist would doubtless have called the brutalities of nature and a mistaken and weak idealism were principally responsible for his failure to paint the figure. A mistaken notion of the Greek intention completed his fatal attitude. His attempt to impose a mathematical standard of proportion on the models at his disposal could not be successful. The coldness of his pictures is not that of the ascetic; it is sheer inability and shallowness.

A great work of art is the expression of a great personality combined with certain faculties of expression, but outside this there are many quite good painters. To take a familiar example let us look at the works of Hook, the marine painter. There are plenty in the Tate Gallery. Hook was a man with a fair painting ability who loved the sea and the fact that it was out of doors, and that it moved; that the wind blew and boats rocked and got weather-beaten; that fishermen's faces were red and their boots stiff, and all such common and lovable facts. You may feel all these affections in his works—the revelation of nature by appearances. No principles stand between him and his beloved nature. Those he has arise from technical necessity. Hook is an illustrator perhaps, but he illustrates nature in her moods. The question of illustration is bound to arise, though it is no part of the present discussion. One may say briefly that there is no harm in a picture having a subject but that the fact adds nothing to its value as a painting.

So far we can clear the ground. It can be fairly agreed that a picture must stand or fall by that quality proper to the graphic arts, the significance of appearances. That these are to an enormous extent referential cannot be denied, and no one in his right senses would attempt to underrate human values, but there is a great gulf between this and the anecdotal. A picture may or may not tell a story or provide information, but it must stimulate our sense of appearances.

This is as much as can be usefully said on how to look at pictures. How to choose between good and bad is beyond the scope of telling and belongs to experience. Experience, however, may be gained, and people with little ability to paint have often become good judges, while good painters have often proved to be rather indifferent judges.

RUPERT LEE.

MUSIC.

NOTES ON RECORDS—II.

[*These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.*]

MINUET IN D (MOZART) AND SYMPHONIC DANCE, NO. 2 (GRIEG). (BEECHAM SYMPHONY ORCHESTRA CONDUCTED BY SIR THOMAS BEECHAM). (COLUMBIA, NO. L.1132).

This is a record which speedily establishes itself as a permanent favourite. Both sides are good for teaching to distinguish the sound of orchestral instruments. In the minuet listen to and compare the sound of the French horn with that of the flute; in the dance note the oboe, and compare it with the flute. ("Orchestral Instruments," Columbia Records 3198 and 3199 will help further in this.)

The minuet was a courtly dance in three time, of the type of "up the middle and down again," with stately bows and graceful curtseys. The music to which it was danced had the same character and at first consisted of two simple parts. Composers began to write a second minuet to follow the first, the two being in contrasted styles, and concluded the composition by repeating the first. Thus we get first minuet, second minuet, first minuet again—which became established as the form of the minuet. The second piece was, somewhat loosely, called the trio because it was sometimes written in three-part harmony. And so it came about that minuets were composed without regard to dancing, and they gradually changed and became faster and more lively.

This minuet by Mozart was written during the latter half of the 18th century for the amusement of the household of the Court to which he was attached as musician. Its form is enlarged by the addition of a third piece (a second trio) and so we find the whole consists of a first minuet, first trio, first minuet, second trio, first minuet again, with a repetition of the opening sentence of the first minuet as an ending. The ending is known as the coda, that being the Italian word for a tail, an ending, a summing up.

The first minuet (in key D) consists of a sentence played by French horns, a contrasted sentence played by the flute, oboe, bassoons, violins, violas, 'cellos and basses, and a repetition of the first sentence. The first trio (in key G) consists of two parts: (1) a flute solo accompanied by the strings pizzicato (*i.e.*, plucked by the finger); (2) a flute and violin in octaves accompanied by strings: each part is repeated. Notice the difference in tone between the flute when alone and when joined by the violin. First minuet as before. In the second trio (in key A), the violas have the theme and the oboe makes a little remark at the end of each part. First minuet as before; and coda, played by all the instruments.

When a piece is made like this, with a first part repeated three times, and the repetitions separated by two other parts, it is sometimes called a rondo.

Mozart was born at Salzburg, in Austria, and was one of the chain of great composers to whom modern music owes its development. He lived during the latter half of the 18th century.

Symphonic Dance, No. 2. One of the set of four dances originally written for piano duet, some of which are developed from Northern folk-dance tunes. It opens in a rather quiet and pastoral style, with the oboe playing a melody which gives the atmosphere of a shepherd piping his tune, and the effect is heightened by an occasional hearing of the tinkle of a sheep bell. After a return to the opening melody, in which the strings and treble wood-wind join, the middle section appears, and is in a minor key. Like so much of Grieg's music it seems to reflect the Norwegian folk-tales of gnomes, elves, and other mountain-folk; strings, wood and brass all join in, the flute and oboe have little solos, and at the finish the horn sustains a soft note leading back to the quiet pastoral with which we began, only with fuller orchestration this time, and so this delightful little dance concludes. Its form is the same as a minuet—first section, second section, and first section again.

Grieg was a Norwegian and lived in the latter half of the 19th century.

Things we have noticed: horn, flute, minuet form, coda, pizzicato, rondo form, oboe, Mozart, Grieg.

MUSICAL TEACHING OF MUSIC.

In the course of an admirable article in *The Observer* of January 13th Mr. Percy A. Scholes says: "I am quite sure that far too little of a piano pupil's time is given to the 'reading' of music. The proportion expected by the Associated Board of the Royal Academy of Music and the Royal College of Music, whose examinations largely govern music-teaching conditions in hundreds of our best schools, may be gathered from the scale of marking imposed upon its examiners. They are permitted by the regulations to reward real reading ability with fifteen marks out of a total of 150 in the lower grades, eighteen out of 159 in the higher. A ten or eleven per cent. marking offers, in itself, small inducement to teachers; many of them, therefore, neglect this branch, so that thousands of piano pupils issue from school at the age of sixteen or seventeen, able to play fluently and well the last two or three 'pieces' learnt under their teacher's guidance, but very imperfectly equipped to explore the literature of music on their own account, which, on this accession to freedom, should naturally become one of their chief ambitions. I do not hesitate to declare that a quite large proportion of piano pupils' practice time might properly be devoted to sight-reading. I believe that nothing but academic tradition stands in the way of this reform. If English were taught in such a way that those who learnt it knew thoroughly a few poems or prose passages that they had been taught, but could read nothing 'on their own,' we should all realise the folly of the plan."

THE INCORPORATED SOCIETY OF MUSICIANS

"The Man in the Street."

At the 34th Annual Conference of the Incorporated Society of Musicians held at Cambridge (31st December to 4th January), Sir Hugh Allen said some excellent things about music and "the Man in the Street." There are, he said, three categories of people who have any liking or aptitude or ability for music: (1) the people who really know about music; (2) the people who think they know, and don't; and (3) the people who think they don't, and *do!*" The last sounds contradictory, but it means that they sometimes know without realising it. The Man in the Street seems to belong largely to this third category. . . . We may say that most people are susceptible to music and enjoy it in some kind of simple-minded way. Of these a certain number are qualified by training and natural ability, are able to get down to bed-rock, and enter into the beauty and meaning of the finest music. A great body is working to qualify to enter the select group. Outside this is by far the biggest number, who have had no opportunity or time or means for developing their abilities by instruction and practice, and who look on music as a thing to fill up the chinks of life with jolly sounds, requiring no mental effort to absorb, and entailing no responsibilities. This body is "the Man in the Street." He has in him vast material for a fine musical development if carried on on the right lines of simple good music. And he has, without knowing it, the means of doing incalculable damage to musical progress. The number of people who have learnt or are learning music is perhaps one million. The rest form the body of "The Man in the Street." . . . He has not, except in few cases, been trained to listen. When he does listen how does it affect him? He has got an ear all right and it is trained for ordinary affairs of life and could be made much of for music. . . . He is curiously apt to like good things, but they must be simple. If only he could get a standard all would be well. This is being supplied to the children in increasing quantity. He is very like the aerial of the British Broadcasting Co. He takes anything on his wavelength in, but he must be able to adjust this wavelength, and to have some voice in the determination of what he shall or shall not hear. . . . We always hope that he will be on our side. Composers want him to come and hear their works when they must know that he is entirely unacquainted with their language. A great deal is being done in teaching children. The pianola, gramophone and wireless are also influences, and some day a broadcasting set will be provided in every home. . . . The danger is that people who do not like to listen-in to good music would bring pressure to bear on the Company, and that music we are not interested in will be substituted for good music.

Municipal Music.

Sir Dan Godfrey, speaking on Municipal Music and its influence upon musical education, said that just as no direct profit was expected from public parks and pleasure grounds, which were for the benefit of the health of the people, so municipal music should be provided. Health resorts were not the only places providing good music: one of the most flourishing

municipal enterprises was in Manchester—hardly a health resort! Birmingham, Liverpool, Bath, Glasgow, Harrogate, Leeds, Eastbourne, Hastings and Bournemouth were all doing good work, and at Norwich municipal music had been going on since the days of Sir Francis Drake. Municipal orchestras everywhere might apply the humanising influence of music to industry by playing during dinner hours in factories or other business centres. It was hardly too much to say that the greatest benefits which music had in store for humanity would not be reached through performance but through listening. The use of the gramophone in illustrating lectures in schools was invaluable; the records conveyed what it was impossible to explain in words. It was obvious that private enterprise would never supply what was needed in the matter of educational music. He advocated the co-operation of choir and orchestra as an important phase in municipal music life. The Incorporated Society of Musicians had long watched over the professional musician to good purpose. It was the duty of the State, as represented by the municipality, to see that there was proper amusement for the people, and if music were made that amusement it should combine education, for the more one knew of music the more one learnt. The future was in the hands of the young and to the young. They must look for the expression of public opinion which would force municipal music to be as universal as was municipal control.

Next Year's Conference.

It was decided to hold the next Conference of the Society at Harrogate, where the members will be housed in a spacious hotel with ample opportunity for meeting each other and discussing matters informally in the intervals of the prescribed programme of business.

The Dalcroze School.

At the annual meeting of the Dalcroze Society on Tuesday, the 8th January, Mr. P. B. Ingham reported that the Dalcroze School was supervising last March the teaching of 3,527 pupils in London and the Provinces. Attached to the School are 25 Dalcroze teachers in London and seven in the Provinces, while there are also 12 unattached Dalcroze teachers conducting classes or holding full-time appointments. The work of the School includes the training of Dalcroze teachers, the provision of single subject classes at the centre and elsewhere, the conduct of short holiday courses, and the provision of qualified visiting teachers for preparatory and secondary schools. Practice classes are held in certain London schools by permission of the L.C.C., and much help is received from the permanent staffs of these schools.

At the examination for the Teaching Certificate last summer there were 15 candidates, of whom 13 were successful. There has been a marked rise in the standard of attainment and teaching skill demanded in the examination. The work of Dalcroze teachers has been greatly appreciated, although it is often handicapped by the meagre allowance of time, and it is suggested that two lessons a week should be the rule.

The Summer School at Bangor was extremely successful, lasting for 14 days and being attended by 110 students. M. Jaques Dalcroze was the principal lecturer, and his presence and help were greatly appreciated. Miss Ethel Driver has been visiting Australia, where she has given lecture-demonstrations with the help of Miss John and Miss Gell, Australian graduates of the School. It has been arranged that a scholarship shall be given to an Australian-born student, enabling her to attend the school. In all this record of achievement there is one thing to be emphasized, namely, the urgent need of new premises for the School.

SCHOOLCRAFT.

WORK AND GOVERNMENT—I.

By ROBERT JONES, D.Sc.

The following is the first instalment of a series of outline notes of lessons on Work and Government designed for pupils of 14—15 years of age. The series will be completed in following issues.

I.

I. THE PROBLEM.

Citizenship, voting for M.P.'s and Councillors after another seven years or less. Difficulty of training people for modern civilised life. Simplicity of problem in early times. Among hunters, nomads, and isolated villagers the business training was of a kind that was interesting to boys, and scarcely any training for citizenship or government was necessary. Modern nations are governed through a machinery of votes.

Boys between the ages of 15 and 21 are interested in action, sports, movement, travel, adventure, scouting, camping, tracking, hunting, making things. Men (but not all) get interested in politics and government.

A boy leaves school, say, between 14 and 16 years of age. At school, chiefly in history lessons, he learns something about government and political affairs. What is there to teach him further after he leaves school?

- (1) Continuation or Evening School.
- (2) Talk of companions in office or workshop.
- (3) Talk and teaching of home, church, societies or clubs, theatre.
- (4) Newspapers.
- (5) Novels, especially modern novels. The cinema.
- (6) Books or lectures about politics and government (very few).
- (7) Political clubs and meetings, if any. Trade Union.

Apparently a big list; but there is not much in it for most boys that is really about the business of government and the business of work and play. And the subject is a large one.

II. THE SUBJECT (expanded during exposition).

1. *Government.* Local, National, Imperial. History of its growth. Theories and ideas about it (*e.g.*, the benevolent despot solution; the question of much or little government).

2. *Parliament, Representation, Voting.* What training had the members elected in 1923 for their work in Parliament? And what training had the voters, to make them able to choose well?

3. *Work.* The "Capitalist System." Free Trade and Free Labour. Socialism. How it rose; why; what it is. Also Bolshevism, Communism, Syndicalism, Shop Stewards. Guild Socialism.

These words seem to be equally connected with (1) government and (2) work. (Query for future discussion: can or should questions of work and of government be separated?)

4. *Money.* Banks, Exchange between countries, Payments of all kinds—wages, taxes, rates, prices; rent; interest; profit, profiteering.

The subject is a big one, with many branches. It is not as interesting as football or "Sherlock Holmes." But as it concerns all questions of payments, work, and government, it is certainly important. To get a full and thorough knowledge seems hopeless. To get some

knowledge (at least before the age of 21) seems to be right and necessary.

(At this point, the boys were asked to put down on a scrap of paper the name of the part or branch of the whole subject that they were chiefly keen to know about. The bulk of the responses fell into two groups—(1) Money, Banking, Exchange, and (2) Socialism, Bolshevism, Communism, Soviet. These covered five-sixths of the whole, the other sixth ranging from "Profiteering" to "Political Economy in General" and "Political Parties.")

III. THE CAPITALIST SYSTEM.

A fairly correct name for the prevailing system of work and pay. The name is sometimes used in scorn or anger. Perfected during the last two centuries, but in part very ancient. Convenient to take in historical order.

A. *Its Origins.*

The world's (1) work and (2) government, both now very elaborate, have grown from the same simple root: the family group. (The solitary individual is hardly a part of the story at all.)

Stages (Work).

1. The self-sufficing family group (or individual). The household stage. Nomads can scarcely get beyond this stage.

2. Handicraft stage. Specialisation into craftsmen who make articles for their immediate neighbours. A small "home" market, where the wants (demands) are known.

[Note that these stages do not stand for an exact order in time; they differ with different peoples; and all peoples have not passed through them. The order of occupations also is not to be read too strictly: (1) Hunting and Gathering, (2) Wandering with flocks and herds, (3) Farming, first extensively, with some wandering, and then more and more intensively. (4) Town and city life, with a great deal of division of labour.]

The demand for goods is the chief force at work, deciding the kinds and quantities of goods to be produced. This demand is represented by the market. A village, a valley, or a town would form the market at the Handicraft stage. The craftsmen (1) had their own tools, (2) bought the raw material, (3) made the whole article, (4) knew the whole market.

3. *The Domestic System.*—The capitalist system really begins here. A trader or manufacturer supplies a market too large for the separate craftsmen to know and supply. The craftsman works, in his own home, with his own tools, on material supplied by the capitalist, for customers whom he (the craftsman) may never see.

4. *The Factory System.*—Fully developed after the inventions of the Industrial Revolution (1760—). The craftsman now becomes a machine-attendant. He owns neither tools nor material. He no longer works at home or chooses his hours of work. He does not make the whole article. He knows nothing of the market. The market is now very large: perhaps world-wide.

A PARENTS' COMMITTEE.

BY J. A. RADCLIFFE.

Most educationists are familiar by hearsay with the "Teacher-Parent Councils" so advantageously employed in the United States and in Canada. The adaptation of the idea as described in the following account of an actual experiment will, it is believed, be suggestive of further experiment.

For long it had been felt that the real goal of teaching was missed largely because the hopes, aims, and methods were shut off from the minds of the parents. In isolated cases some parents would show their interest by coming to school and interviewing the teacher. These interviews were at best unsatisfactory affairs—desultory conversations interrupted by intermittent calls to duty. It was felt that the languid interest of half a dozen parents, casual in their visits and diffident of exercising their rights, did not provide the active co-operation which was desired.

The usual type of open day was rejected. At its best it is little more than a glorified opportunity for "showing off." At its worst it resembles a bear garden. A parents' meeting?—too much temptation for the "big wigs" of the district to indulge in electioneering. The "Teacher-Parent Councils" of the States?—a "Council" savouring too much of chairmen and minute books. There was a family consisting of three members—parent, teacher, and child. The aim must be to bring the three members of the family together, to cultivate a homely atmosphere among them, to obliterate all suspicion of officialdom, of councillors, inspectors and education committees.

The following notice was sent to the parents of all the boys in the class—forty-two in number:—

"Mr. — would be greatly obliged if you would attend school (Standard VII classroom) at 3-30 p.m. on Wednesday next.

"Business.

1. To inspect your son's work.
2. To give suggestions as to his future development.
3. To hear explained the objects to be aimed at in the new term.

"Hoping you will be able to attend.

"Yours faithfully,

"_____"

At 3-30 on the day appointed all the other classes were peacefully at work; the head had kindly "disappeared"; all the boys had every exercise book and note-book arranged on the top of their lockers; two boys had been deputed to usher the visitors past the temptations of the other rooms to where we awaited their coming.

These were all the preparations made—no show work ornamented the walls, the blackboard showed the remains of a lesson on diagonal scales, there were no waiting cups of tea and no awe-inspiring officials.

The parents came—thirty of them. As each one arrived, the waiting son walked quietly to them and took them to his chair. There, undisturbed, they looked through all his exercise books, while the self-conscious son explained the work in subdued whispers. During this half-hour the teacher quietly moved about the room

supplementing the boys' explanations, offering a word of advice here, or of commendation there, completing at thirty different desks the trinity of scholar, teacher and parent.

At four o'clock the teacher announced that the boys would be dismissed; but that he hoped the parents would find it possible to stay behind for a twenty minutes chat. Then with only the usual ceremony the boys dismissed. Three of the parents apologised for not being able to stay and left; twenty-seven was considered a very good "bag" for the first afternoon.

The teacher, seated so as to remove all suspicion of formality, gave a brief—very brief—outline of the aims to be pursued during the coming term. He then asked for discussion and questions. The shyness of these workaday mothers (there were *five* fathers) soon wore off and the questions came thick and fast.

"What was the good of all this geometry?"

"What use would painting be when George went to the pit?"

"Couldn't the teacher introduce shorthand?"

"What really did this new leaving regulation mean?"

"Would the teacher coach Herbert for his music exam.?"

The teacher did his best at answering the questions; but throughout kept one aim in view—the bringing of his own personality before the parents. A joke here, a quip there, a sly dig at some now absent scholar, a dig understood only by the teacher and the absent one's mother—teacher became not **TEACHER**, but one of themselves.

At the conclusion it was suggested that a committee be formed, to be called "Standard VII Parents' Committee"; that the members of the committee should have the right to come into the class on Monday and Tuesday afternoons; that a full parents' meeting should be held at the beginning of each term.

This committee is doing good work, for—as far as one class is concerned—education is no longer a thing divorced from the parent.

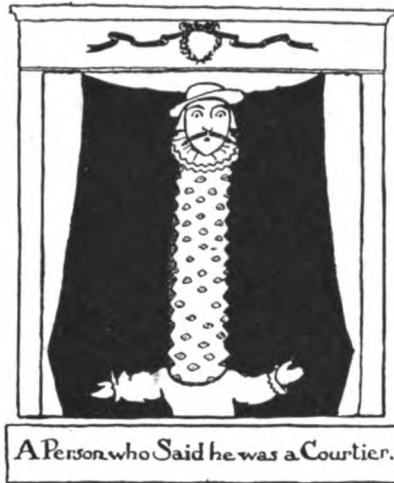
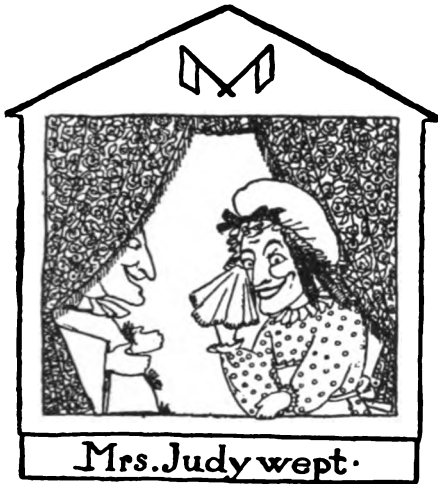
BEDALES: A PIONEER SCHOOL: by J. H. Badley, M.A., Headmaster. (Methuen. 7s. 6d. net.)

Thirty years ago, in a country house near Lindfield, in Sussex, three boys foregathered with three masters and three mistresses and formed the nucleus of one of the best known of modern experiments in education. The house was known as Bedales House, and thus the school acquired the name Bedales, carrying it later to the new and present home near Petersfield and giving it a world-wide renown such as was never dreamed of by the modest squire who built the original house for the occupation of his family, little thinking that it would become, centuries later, the seed plot of a great educational enterprise.

It was fitting that Bedales should start in an English home-stead, for the essential feature of its work is the effort to carry on the process of education in the conditions of a well-ordered home, wherein sons and daughters work and play together and where mutual understanding and knowledge may develop. It is true that the conditions of a home do not include the bringing together of some scores of children of diverse origin and experience, and it is perhaps futile to base the case for co-education on the oft-quoted saying that "Nature often places boys and girls together in the same family."

Nevertheless the Bedales experiment has had a far-reaching influence, none the less powerful because the school is independent of the State. It is good to have this intimate record of its doings, written by the Headmaster, Mr. J. H. Badley, and others, in a modest vein, with evidence on every page of the anxious thought which has preceded all innovations, making them rest, as far as possible, on a basis of well-grounded theory. B.

PUPPET PLAYS.



Japanese Puppets.



The Two Adversaries Charge at Each Other.

By the kind permission of Mr. Jonathan Cape, we print some pictures from a volume which he has recently published. It is written by Madge Anderson under the title "The Heroes of the Puppet Stage" (12/6 net) and gives a most interesting and comprehensive account of the staging and preparation of puppet plays. Some schools have already installed theatres for puppet shows and in this book will be found valuable hints and many useful drawings.

CHILD CREATORS.

A Teacher's Thoughts on Hand-Work in School and Out.

BY ELSIE F. FIELDER.

I believe that one is apt sometimes to effect a separation of the sheep and goats. In this way: during one's evening work of correcting and preparation in the classroom, one is led to discuss with another member of the school staff the "hopelessness" of the brain of Jones and the "stupidity" of Smith's fingers. If we happen to be correcting mathematics we deplore the misguided efforts of the boy Jones; but if we are inspecting manual work we think this same person's ability is quite cheering; and the reverse probably happens in each case with regard to Smith.

But which are the sheep and which the goats? Surely the ideal brain is that which is served by the hand, and the most useful hand is that which is ready to express the working of the mind. The most perfect labour of man is that in which hand and brain work harmoniously, not together merely but with balance, one being developed in the same degree as the other.

Hence the supreme importance of using childhood as a time for developing the mind through the hand. Hence the value of a teacher's understanding of how to train hands to "think." Hence the joy of our discovering types of handwork most valuable to the normal child, and most curative for the abnormal, or "special" case.

At handwork time one feels that all is well; the teacher ceases to doubt her own methods; it is a time for just being happy and knowing that the children are happy and growing. We cease to furrow our brows; we are no longer care-worn or anxious about external discipline: we are all interested in making something, and when a human being makes something beautiful or useful he becomes a little more God-like.

Handwork is not a subject in itself. It is a method of teaching, and no teacher can disregard its claims. What about the question of ambidexterity? There are so many activities in which one uses either hand simultaneously: rowing, kneading bread, swimming, none of which have been known to cause injury to the brain centres. Nor have I heard of any case of mental injury to children traceable to ambidexterity. In my opinion it is an ideal to be aimed at.

The great point about handwork in school is that it should lead to handwork out of school. Even if connected with other school work, as it nearly always is, it should demand such original effort as will assure the feeling of its being but a step to something better; the child must never have a feeling of finality, even when he has completed something. Realising that he can improve upon what he has done, and that he can make other kinds of things in the same material, he will naturally begin to experiment out of school hours. I have often seen a child of seven using nearly every leisure moment of a whole week in trying to weave on a cardboard loom of her own making some garment for a doll, or some gift for her mother. As to materials for school use: if we hope that the children will follow up their school interests in out of school time, thus making them completely their own, surely we must show that it is possible to get

the material outside the school. The less artificial—the more "raw"—the material the better it will be for the child. And is there not a difference between that cardboard-modelling-class where nicely cut squares of carton are doled out, and the lesson where one can see on each child's table different material—match-boxes, cigar-boxes, silver-paper, chestnuts, corks, cardboard boxes, exercise book-covers, wall-paper—all of which the children have brought in themselves? The products resulting from that lesson are varied, and one is surprised at the originality to which the work gives evidence.

The child must know how to deal with his material. In order to avoid childish disappointment, which is hard to bear, a teacher should always give "tips"; indeed this is the only direct way in which the child may use the experience of older people and the discoveries of past generations. A little child should not buy his experience too dearly, for if he is badly discouraged sad damage is done. By all means let him experiment; let him discover new possibilities in his material, but while allowing freedom one may light red lamps over paths that lead to pitfalls. To take a simple example: suppose a small boy is making a cardboard blotter: he has cut his card and his first covering-paper. Instead of letting him paste the edges of the paper first and letting them dry and ready to cockle while he deals with the centre, the teacher will tell him: "Put the paste on as fast as ever you can, with a big brush, centre first, then outside; leave no lumps; put the paper on the cardboard, pressing carefully from the centre outwards to work out the air-bubbles; then put a heavy weight on the top." They will soon learn to master their material, and the work will lose nothing in originality thereby. But having done so much the teacher should leave the child to work on; the child should not feel that she is at his elbow, and he must only go to her in dire distress, otherwise he will never be self-reliant. Preferably she should be busy about something else, perhaps making something from a material similar to his. Even in a big class, during a cardboard-modelling lesson, it is possible sometimes to make a thing quite on one's own account; and the great value to be drawn from that handwork-period was the realisation that the need for external discipline is entirely non-existent so long as the teacher and children are happily employed. I am sure it is sometimes a teacher's idle imagination that calls out the devilry in Thomas and the monkey-tricks of John.

(To be continued.)

Home School of the Riviera.

Mr. Norman MacMunn, B.A., Oxon., author of "The Child's Path to Freedom," has removed his experimental school from Tiptree Hall to the Italian Riviera. He opens his new work in a villa overlooking the Gulf of Rapallo on January 24. His future address will be "Home School of the Riviera, Rapallo, Italy."

THE BOOK OF NEW IDEAS. NO. 3. FREE WORK AND SENSE TRAINING. (EVANS BROS. 2s. 6d.)

Messrs. Evans Bros. are nothing if not up to date, and in this the latest of their little books of "New Ideas" they maintain their usual standard. All teachers of infants and juniors will find a wealth of stimulation on every page. Our only comment is that the book is too short. The subject is worthy of double the number of pages allotted.

COMPETITIONS.

Result of December Competitions.

I. *An Essay on "Doing too Much for Children."*

The subject interested a few of our readers, and in different ways. Some forgot that it is possible to do too much for children outside the classroom and that this is a practice which tends to grow with the fashion of small families. Some competitors offered excellent summaries of the doctrine of independent work, with bouquets for Madame Montessori. Only one attempted with success to cover the whole field and accordingly we award the First Prize of TWO GUINEAS to

MISS F. SUTTON, HOMERTON COLLEGE, CAMBRIDGE.

Our Second Prize of ONE GUINEA is divided between MISS G. E. MANNING, 2, WINTON ROAD, LEESON PARK, DUBLIN, and

MR. P. B. HACKER, 153, CROMWELL ROAD, S.W.5.

The latter sends the following effort:—

1

His mother had said she wanted Dick to learn to be independent—and he really was getting to be quite a little man when he fell off the roof.

2

"What with school all day, home lessons in the evening, the Scouts, and his Choir-practice, the boy never has time for anything. There are so many things for children nowadays. In my time we had to—etc."

3

Here lies
Arthur Good,
His parents' pride.
He spoke six languages
And soon he would have learned
To speak six more,
But he died.
Aged ten.

4

"Well, they are all standing on their own feet now, and they are not ashamed of us. It was worth it."

II. *An Imaginary Drawing of Father Christmas.*

A large collection of drawings was sent in, some of which have won the warm commendation of competent judges.

Our First Prize of TEN SHILLINGS goes to CHRISTINE YOUNG (14), HASTINGS AND ST. LEONARDS LADIES' COLLEGE.

KATHLEEN ROSS (13) and JOYCE ARKELL (13), of the same school, deserve special mention, and BRENDA WARD (10) sent a very promising picture.

Our Second Prize of FIVE SHILLINGS goes to GABRIELLE WELLS (13), ST. KATHARINE'S SCHOOL, ST. ANDREWS.

The drawings from this school were marked by excellence of design and the work of EMILY BUTTAR (14) deserves mention.

Among other efforts worthy of mention are those of G. Musgrove (11), North Street School, E 13; Doris Smith (15), Lynmouth College, Leytonstone; and B. Crawshaw (13), Denstone College Preparatory School.

FEBRUARY COMPETITION.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for an Essay of 550 words or less on

The Child who Won't.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

A Tale of a Little Dog and a Big Policeman.

Stories may be in prose or verse and may be illustrated.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of March, and the results will be published on the 1st of April.

ACROSTICS.

RULES FOR ACROSTIC COMPETITION.

1.—Solutions must be addressed to the ACROSTIC EDITOR, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

2.—Prizes to the amount of Five Guineas will be awarded each quarter to competitors gaining the most marks. One point will be given for each light and for each upright correctly solved.

3.—Competitors should send their names and addresses as well as their pseudonyms with the first solution of the quarter, after which the pseudonym alone will be sufficient.

4.—Only one answer may be sent for each light. Solutions which differ from the published answer will, if considered of equal merit, be accepted.

5.—The solution of every light must be one word, and must not consist of the uprights alone. Indication will be given if a word is curtailed or reversed.

6.—Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

7.—The Editor's decision is final.

Double Acrostics. No. 1.

The "Expedition of" (you're getting warm)—A vagrant lad, set down in novel form.

1. Why what a heap of volumes! Now I pray
You take the very weighty book away.
2. A spirit dark and miserable. Alas,
I cannot see it well, so bring my glass.
3. An Arab geographer was he,
Who lived in the tenth century.
4. A drink for swine? Not so I ween,
Although the mug is to be seen.
5. A titled fruit and bird here meets the sight,
Who slew poor Verisoph in deadly fight.
6. The thing's a lottery, and when it's won,
It's nought but rubbish when all's said and done.
7. A golden flag or tool we see.
O tell me what the bird can be!

BLUE BOOK SUMMARY.

The British Empire Exhibition.

Circular 1320, of 21st December, 1923, is out of the usual rut. Addressed to Local Education Authorities, Governing Bodies and Managers, it calls attention to the educational possibilities of the Wembley Exhibition, running from next April till October. The Board thinks the Exhibition "will afford a valuable opportunity for imparting life and reality to instruction in the history and geography of the Empire," and this circular makes some practical suggestions as a corollary to this pious opinion. In the first place sanction will be given under Art. 44 (a) and (b) of the Code, for visits under the guidance of teachers, and the recognition of expenditure on this object for the purpose of grant will be the subject of a further circular. The sub-committee of the Inter-departmental Committee are considering the best means of facilitating such visits and the organisation of a system of guides and lecturers.

But the Board has gone further and has added an appendix to the circular outlining a scheme of study, which, however, is left to the free discretion of teachers as to whether they adopt it or not. "The Board would be glad to see," the circular goes on, "a large number of schools make the experiment of substituting an intensive course of study in these fields (*i.e.*, the history, geography and resources of the British Commonwealth) for the usual lessons in history and geography given to the older children during the next two terms, and, as the course will involve a considerable amount of reading and writing, teachers may find it possible to add to it also part of the time which would normally be given to English. If three hours a week or more can be spared for this course during a period of six months the results may be very fruitful in the hands of skilful teachers." As further evidence of the Board's interest a weekly Bulletin is promised (if local support warrants it), which will cover in twenty-four issues the sections outlined in the programme of studies. They will contain notes for the use of teachers, articles by some well-known writer, extracts from books of travel or original historical sources, maps and statistics, as well as questions intended "to guide and test the results of private study" (not a model mode of expression). And a further suggestion is made that prizes might be assigned (by school authorities) for proficiency in the general study of the historical development of the British Empire.

For teachers the most interesting part of the circular is the scheme of study—a scheme designed for pupils between thirteen and sixteen. It is an ambitious programme and it may be doubted whether even as an "intensive" course it can be compassed in six months—certainly not unless the teacher is and has been an enthusiastic student of Empire history. As an outline of lectures for a class of university extension students the programme is eminently suitable, but the ordinary class teacher will find it helpful only if he has sufficient *nous* to enable him to pick and choose the items of the scheme that are really important for a general grasp by children. We are told, for example, in Section III—The Roman Empire, that the "Prætor's court became the source of international law." Anybody with some knowledge of the history of Roman Law and International Law will understand the reference to the prætor peregrinus and the *ius gentium*, and the small connection these have with International Law as we know it to-day. But dragged into a scheme for Empire study such a snippet will only bewilder the inexperienced and ill-informed.

If Lord Bryce were still alive it is safe to say that this circular would have brought joy to his heart. For on 25th June, 1918, he introduced to Mr. Fisher, then President of the Board of Education, a deputation consisting of Sir Chas. Lucas, Sir Francis Younghusband, Sir Harry Wilson, Sir Henry Hadow, Mr. C. H. K. Marten, Mr. W. Clarke Dawson, and others, who came from the Imperial Studies Committee of the Royal Colonial Institute to urge the claims of British Empire studies in schools and universities. Mr. Fisher was cordially sympathetic, but little seems to have come out of the interview. Now, however, with a British Empire Exhibition on the horizon and a President (at the time of writing) who was once Under-Secretary for the Colonies, it would have been a matter of surprise if the Board had not felt urged to make some such response as this. The value of the circular for practical purposes is its promise of recognition of expenditure for grant purposes.

Residential Special Schools.

Circular 1319 deals with the salaries of teachers in residential special schools. The Standing Joint Committee in their report of September, 1920, on Standard Scales made certain recommendations about their application to the day special school, but left uncertain the solution of the salary problem in the residential schools. The Board now makes a distinction between (a) salaries which can be recognised in respect of teaching service, for grant and for superannuation; and (b) payments made to teachers for additional duties involved in supervision of boarding arrangements and which can be recognised for grant but not for superannuation purposes. As regards (a), "teaching service," as defined in the circular (and which is performed substantially between 9 a.m. and 5 p.m.) will come under the principles laid down in Circular 1275 of 2nd August, 1922; but there still remains a difficulty when teaching service is paid for partly in board and lodging and other emoluments in kind. In such cases the appropriate scale should be allocated in cash and a fictitious deduction made to the Authority as repayment for these, as explained in Circular 1287 of 29th September, 1922. For superannuation purposes £60 has been regarded by the Board as the value of the *quid pro quo*, but in future any sum proposed by the Authority between £55 and £80 a year will be considered on merits, as a deduction for salary purposes.

The (b) duties, which "will normally be such as are performed before the morning session and after the close of the afternoon session," and which are paid for in cash or kind, are outside the above conditions. The Board will consider on merits any proposals as to these, and their claim to recognition for grant, which Authorities may submit. Sometimes these additional duties are paid for by free board and lodging, etc., an arrangement acceptable to the Board. In such a case, of course, the provisions as to the monetary equivalent thereof set out above under the (a) service paragraph will not apply. But it must be understood that this recognition is only for grant, and not for superannuation purposes. These arrangements came into force on 1st January last. Up to that date the Board will recognise for grant the salary for teaching and the other special additional duties combined.

A Probationary Year for Teachers.

In an official circular containing the Amending Regulations (No. 1, 1924) on the Training of Teachers we learn that the Board have been considering whether it might be advisable to require young teachers after completing their course of training to spend a probationary year of teaching service in the schools before being definitely recognised as Certificated Teachers, with possibly some exception in the case of those students who have completed a substantial period of satisfactory service as Uncertificated Teachers before admission to a Training College. The Board do not propose to take any action in this direction, pending the consideration of the whole question by the Departmental Committee, but they think it proper as a measure of precaution to repeat the warning given in Circular 1301 that students admitted to Colleges in 1923 must not assume that the arrangements for certification immediately on completing the Training College course will necessarily be the same in 1925 as in previous years. Article 62 (a) is accordingly amended by the addition of the following words: "Notwithstanding anything in these Regulations the Board may, if they think fit, defer the granting of the certificate to any student, admitted in an academic year commencing on 1st August, 1923, or later, who completes a course of training, until he has also completed a probationary period of teaching service."

Article 81 (e), which states that "No grant will be payable under Article 81 (b) on account of any person who is receiving a salary as a teacher during the year of training" is omitted.

For the Form of Declaration to be signed by students set out in Appendix B of the Regulations is substituted the following:—

"I, _____ of _____ hereby declare that I intend to complete the course of training for which I have been admitted to this Training College, and thereafter to adopt and follow the profession of teacher in an Approved School, and I acknowledge that in entering this Training College I take advantage of the public funds by which it is aided in order to qualify myself for the said profession and for no other purpose."

EDUCATION ABROAD.

EDUCATIONAL NOTES FROM INDIA.

BY S. B. BANERJEA.

At the annual meeting of Patna University, Professor J. N. Sircar, M.A., moved a resolution allowing the introduction of vernacular as the medium of examination after 1928. The resolution was carried by a substantial majority. It has been strongly criticised by many Anglo-Indian papers as a "retrograde step," calculated to do more harm than good. The Indian papers have mostly supported it.

The sixth quinquennial report on public instruction in Burma for years 1917-18 to 1921-22 is just out. It shows that Burma has 7,179 public schools, attended by 345,665 pupils, of whom 255,569 were in lower primary stages of instruction, 2,659 in high schools, and 5,515 in colleges. The report discloses that over 3,000 public schools were established during the previous five years; but, during the above period, a decrease of 2,385 public schools was recorded. The Burman boycott of Government schools was not unsuccessful. The National schools, which came into being as a result of the boycott, offer free English teaching, which is believed to be the cause of boycott of Government schools. An interesting feature of the report is the fact that the number of girls at every stage of instruction has increased.

At a recent meeting of the Rangoon University, a resolution was passed affirming the belief of the Senate that the establishment of affiliated colleges would be both "uneconomical and detrimental to the standards of University teaching and examining," and that the system of affiliation "having proved ineffective in India and elsewhere was condemned by the overwhelming weight of opinion among educationists, considering it essential that the power of the Chancellor should remain unimpaired, affirming that the proposal to give control of purely academic affairs, such as courses of study, the appointment of examiners, the publication of examination results, and the inspection of colleges and hostels, to a body in which educationists are in a minority, is contrary to good University practice, and further is against the interests of the Province, as tending to undermine confidence in the academic awards of the University." This resolution has been strongly criticised in several Burmese papers.

The Imperial Government is arranging to hold a conference of all the Indian Universities at Simla in May next. It has been felt that there is great need for co-operation between the different universities in various directions. The details are being settled by a committee. The topics for discussion will be suggested by the universities themselves. It is understood that each university will be represented by three delegates, one of whom will represent the local Government's views.

The Government of Bengal has just issued a very interesting review on the progress of education in Bengal in the past quinquennium. It records a decline in popularity of arts colleges, a large decrease of students in high schools and middle English schools, due partly to the non-co-operation movement and partly to economic distress, points out that very little progress has been made in developing primary education, refers to the pay and prospects of teachers, dwells on the slow progress of technical education and female education, touches on the growth of Mahomedan education and the education of the backward classes, and concludes thus:—"The purely intellectual education, which has hitherto been imparted in the schools and colleges, has undermined many of the old moral and social bonds which have so far kept society together, but it has done nothing to replace them by Western ideals of discipline and self-control. Add to this the drabness and joylessness of a student's life in Bengal, and the wonder is that the spirit of restlessness which prevails in the student community at the present day is not greater than it is. The spirit is none the less one which requires control." After pointing out some of the measures which have been taken to counteract the evil referred to, the report very justly observes that the real remedy lies with the public and not with the Government.

Dr. G. N. Iha, M.A., D.Litt., has been appointed Vice-Chancellor of the Allahabad University, vice Sir Claude de la Fosse, who has retired. He will receive a monthly salary of 2,000 rupees and a house allowance of 200 rupees.

Mr. Sultan Ahmad has been appointed Vice-Chancellor of Patna University, vice Mr. Jackson. Mr. Ahmad is Government Advocate of the Patna High Court.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Sir James Yoxall's Successor.

The Executive of the N.U.T. has appointed Mr. F. W. Goldstone to the post of general secretary. Mr. Goldstone will continue in his position as assistant secretary until Easter of this year, when Sir James Yoxall retires. As assistant secretary, Mr. Goldstone's services have been invaluable to the Union. He has earned his promotion, and so his appointment is very popular. The wisdom of the Executive's choice lies mainly in the fact that he knows the Union machine throughout. He will make no mistakes from lack of experience. His greatest handicap will be the fact that he is following a big man, but no one appreciates this more than Mr. Goldstone, and this in itself is an asset. Members of the Union must not expect more of their new chief than was expected of Sir James Yoxall when, as Mr. Yoxall, he first became secretary. They may rest assured that he will in his own way preserve and continue for the National Union of Teachers the power and prestige now enjoyed by its General Secretary.

The Position at Lowestoft.

The fight which has been waged in Lowestoft since April, 1923, for the observance of the national agreement on salaries has now entered on a new phase. The schools, staffed by the makeshift teachers who have been helping the authority to break the agreement, have now been thoroughly examined by the Board's Inspectors and found wanting. This result is now demonstrated to the Lowestoft ratepayers by the publication of the reports of the Board's Inspectors, together with a letter from the central authority announcing the suspension of the Government grant. The authority is trying to make the best of a bad job by endeavouring to persuade the ratepayers that all will come right as a result of interviews with the President of the Board. The teachers who were dismissed have been maintained in the town by the Union since April last. The fight is not yet won, but victory appears to be in sight.

The Special Conference.

Before these notes appear the members of the Union will have decided whether or not they agree to continue for the year 1924-25 the voluntary abatement of 5 per cent. of their salaries. The course of events has been as was anticipated in our January issue. Sir James Yoxall secured the postponement of any reply to the authorities until the position could be reviewed by a special conference. The conference has been fixed for 26th January, and the motion to be submitted is one of consent to the abatement, provided the authorities' panel consent to the postponement of consideration of new salary scales for 1925-26 until the autumn of this year. Writing before the conference we are unable to give the result, but we believe that agreement will be reached. We understand the authorities' panel of the Burnham Committee may agree to postpone consideration of the new scales, but may insist on consideration earlier than the autumn. It is probable, however, that they will not make this a stumbling block to agreement, as the 5 per cent. abatement is their main objective. It is a matter for congratulation that on this occasion there has been close co-operation between the teachers' panels of the three Burnham Committees.

Sir Robert Blair's Retirement.

The London teachers are organising a farewell conversation to Sir Robert Blair. It will take place in the Central Hall, Westminster, on Friday, 22nd February.

London's New Staffing.

A reduction of staff in each of the smaller London schools is now being rapidly effected. The Board of Education has approved the scheme put forward by the Council, and in doing so has done its best to undermine the efficiency of the schools concerned. It is to be hoped that the new President of the Board will reverse this retrograde action of his predecessor.

After-Care of Children.

The N.U.T. is advising its members to take part in the new scheme of after-care consequent on the passing of the Unemployment Insurance Act and its administration by the Ministry of Labour. The conditions laid down by the Union are that teachers shall be represented on the committees and shall take no part in the administration of unemployment benefit.

ASSOCIATION NEWS.

The Teachers Council.

At the meeting of the Council on the 18th January it was announced that the number of applicants for admission to the Register down to the end of 1923 was 74,700. Added to these are some 600 applications for admission to the List of Associate Teachers. The Council considered a draft statement on Professional Conduct which was referred to the sectional committees for further discussion. Mr. Christopher Cookson has been appointed to succeed Mr. J. Wells as the representative of Oxford University on the Council, and Principal Trow, of University College, Cardiff, represents the University of Wales.

The Committee of the four Associations of Secondary School Teachers has passed a resolution urging that none save teachers who are registered, or provisionally registered, should be appointed to posts in secondary schools. A similar resolution has been passed by the London Head Teachers' Association.

North of England Education Conference.

Disappointment was felt owing to the absence of Mr. Edward Wood, President of the Board of Education, who was unable to leave London on account of duties connected with the opening of Parliament. A paper contributed by Mr. F. J. Leslie, hon. secretary of the Association of Education Committees and of the Burnham Committees, on the condition of some voluntary schools, met with a vigorous protest from the Vicar of Blackpool (the Rev. A. W. R. Little). Among the large number of subjects discussed were "Teaching by Wireless" (Mr. Arthur R. Burrows director of programmes for the British Broadcasting Company); "Education and Business" (Captain F. W. Bain, secretary of the Works Committee of the United Alkali Company, Liverpool); "The Place of the Film in Education" (Lord Gorell); "The Place of Music" (Dr. Walter Carroll, musical adviser to the Manchester Education Committee); and "The Place of Art" (Mr. Barrett Carpenter, of the Rochdale School of Art). The subject of "The Supply and Training of Teachers" was dealt with from four different standpoints by Mr. W. Merrick (N.U.T. Executive), Miss F. M. Nodes (Headmistress, Municipal High School, Doncaster), Principal D. J. Thomas (Wood Green Training College), and Mr. A. R. Pickles (Director of Education, Burnley). "The Meaning and Purpose of Adult Education" was the subject of a paper by Dr. A. Mansbridge (Chairman of the British Institute of Adult Education); "The Training of the Technical Teacher" was dealt with by Mr. J. H. Currie (Principal of the Verdin Technical School, Northwich). Miss B. M. Sparkes, Principal of the Ladies' College, Cheltenham, spoke on Preparatory Departments in Secondary Schools.

The Association of Headmasters.

The thirty-second annual meeting was held at the Guildhall, early in January. The President (Mr. W. A. Knight, Sexey's School, Bruton), in his inaugural address, referred to the large and increasing number of boys coming from the elementary schools; he had great admiration for the work the teachers were doing, and thought it amazing, taking all the conditions into account, that the children came so well prepared. Our present educational system was "a thing of shreds and patches"; much unrest and discontent would be removed if the poor could be assured of fuller educational opportunities for their children. Stability and tranquillity in education were never more needed, and especially should the teachers' minds be free from anxiety as to their future. What was given with one hand must not almost immediately be taken away with the other. A resolution moved by Mr. Cary Gilson (Birmingham) viewed with dismay "the diminishing respect paid to the sanctity of industrial, political, and international agreements." Mr. Gilson said it was not sentiment so much as courage that was needed, especially courage in sticking to one's words. It was disingenuous to pretend no doubt whether the Act of 1918 affected the minds of the teachers' representatives on the Burnham Committee in considering the question of salaries. Not one of the understandings on which the Burnham agreement rested had been kept. If we lost the British habit of abiding by the written and spoken word we should lose the most valuable of all national political assets. Mr. F. B. Malim (Wellington College), in seconding, said it was their paramount duty to keep up the supply of honest and upright citizens. The resolution was carried unanimously. Other resolutions dealt with scholarships and maintenance grants, and in

favour of strengthening the position of music and art; urging the Board of Education to recognise preparatory departments as important factors in the secondary school system, and reaffirming the opposition of the association to any measures which would compel secondary schools to close existing preparatory departments for children under ten, provided that parents were prepared to bear a reasonable proportion of the cost.

The Classical Association.

Lord Crewe, His Majesty's Ambassador in Paris, as President of the Classical Association, addressed the members on "The Classics in France," at Westminster School, early last month. Dealing with the present position of classical studies in France, Lord Crewe said that M. Léon Bérard, Minister of Public Instruction, had faced the problem with courage and broad vision. The essence of his reform was the return of the two years of Latin, followed by two years of Greek, for all pupils in the lycées and secondary schools. This final proposal was arrived at after two years of parliamentary discussion and more than one reference to the advisory body, the Conseil Supérieur. Opposition was strong, but on the educational side the weight of the classical forces was overwhelming in every part of the Chamber. The Headmaster of the Westminster School (Rev. H. Costley-White) said that in Westminster School about 63 per cent. of the boys were learning Greek, and that there were more applications from business firms for boys brought up on the classical side than the school was able to offer for such situations. Dr. J. P. Postgate, Emeritus Professor of Latin in the University of Liverpool, and one of the founders of the Association, was selected to succeed to the presidential office.

Assistant Mistresses' Association.

The president for the coming year is Miss E. M. Mace, of the County Secondary School, Putney. The executive committee remains as last year with one exception—Miss Perry, of the Camden School, replacing Miss Odell, of the North London Collegiate School for Girls. Mr. Stobart of the Board of Education addressed the annual meeting on the Board's Circular 1320, and explained the nature of the Government participation in the British Empire Exhibition and the schemes of studies which it was hoped would be carried out in the schools in connection with this scheme.

London Mathematical Association.

At the annual meeting, held at the London Day Training College on the 7th and 8th January, Mr. W. C. Fletcher read a paper on "Mathematics and English," dealing with the important part that may be played by mathematics in training students in the correct use of English. Mr. Fletcher dwelt on the necessity in mathematics of precise language chosen so as to express accurately the facts to be stated. He deprecated the skeleton demonstration and the slovenly statement which so often indicate a vague knowledge, and he argued that the correct use of English may in reality be more easily taught by the mathematical proposition accurately treated than by the essay on a historical subject. Mr. W. Hope-Jones, evidently a disciple of Professor Karl Pearson, was the next speaker, and read a paper entitled a "Plea for Teaching Probability in Schools," with the aid of clearly drawn graphs illustrating the application of the principles of "Probability" and "Expectation" to subjects of universal interest.

The American University Union.

The American University Union in Europe announces that it is proposed to found a fellowship (the Clarence Graff Fellowship), tenable for one year and open to unmarried men graduates of Oxford and Cambridge, for advanced study at an "institution of learning in the region west of the Allegheny Mountains and east of the Rocky Mountains, now grown so important in its economic and political influence." Preference will be given to candidates with humanitarian rather than commercial or narrowly scientific interests, and a genuine interest in international problems is required. Application forms, to be returned on or before 1st March, may be obtained from R. H. Simpson, Esq., American University Union, 50, Russell Square, London, W.C.1.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**Eton College.**

Under the will of Mrs. Emily Gertrude Pye-Smith, Eton College receives £3,000 for a scholarship in memory of her son.

The University of Alberta.

A Reuter message from Edmonton, Canada, says that a sum of ten thousand dollars has been received by the University of Alberta from the Carnegie Foundation to assist Professor J. B. Collip to carry on his investigations with insulin.

George Watson's College.

An important crisis is arising in the history of this Edinburgh College, the property of which is to be transferred to the Royal Infirmary. A fresh site will have to be sought.

The London B.A. Degree.

For a Pass Degree (B.A.) at London University, candidates may now offer Education as one of the four subjects; the others are Latin or Greek (compulsory), English, Geography or History and a wide choice in modern languages, mathematics, natural and social science. French or any other modern European language may be taken instead of English.

The Cambridge Local Examinations.

Over 13,000 candidates sat for examination in December, and of the 282 centres 70 were in Asia and 14 each in Africa and the West Indies. Five thousand of the candidates entered for the School Certificate—the old "Senior Cambridge."

Goldsmiths' College.

A Refresher Course is announced for this month; it will differ somewhat from other courses arranged by the Kent Education Committee, for it will deal with the methods of instruction of dull and backward children. In one or two of the populous districts of Kent arrangements are being made for drafting such children into selected schools where they can be grouped in special classes. Preference will be given to certified teachers.

Glasgow University.

At a recent Court the Principal referred to the losses sustained through the death of Dr. Neilson, who was to have given a special course of lectures and demonstrations in Medieval Scottish Palæography, and Mr. Clutton-Brock, who had been appointed to the Alexander Robertson Lectureship on Christian Apologetics, and from whom they had hoped for a stimulating presentation of the subject.

Warrington Training College.

During the Christmas vacation a serious fire occurred on the premises of the Warrington Training College, which is conducted by the National Society. The absence of students was fortunate, but the damage to the buildings will cause great inconvenience and render necessary special arrangements for the accommodation of students.

Educating Butchers.

Norwood Evening Institute is arranging a higher course of lectures for butchers. The syllabus ranges from the evolution of cattle from protoplasm to the most economical way of cooking a chop, and includes a knowledge of legislation affecting the trade, advertising, etc.

The Teachers Register.

"We hope that the day is not far distant when an unregistered teacher will have no more standing than an unregistered doctor or clergyman. Not till then will teaching be a profession in the full sense of the term."—*The Times*.

The Associated Board of the R.A.M. and R.C.M. Award of Medals.

The following candidates gained the Gold and Silver Medals offered by the Board for the highest and second highest honours marks respectively, in the Final, Advanced, and Intermediate Grades of the Local Centre Examinations in November-December last, the competition being open to all candidates in the British Isles.

ADVANCED GRADE SILVER MEDAL, Gwendolen M. Watkin, London Centre, Pianoforte Accompaniment. INTERMEDIATE GRADE GOLD MEDAL, Jennie Heald, Southport Centre, Pianoforte. INTERMEDIATE GRADE SILVER MEDAL, Norman G. Goddard, Nottingham Centre, Pianoforte. No candidates qualified for the FINAL GRADE GOLD MEDAL, FINAL GRADE SILVER MEDAL, or ADVANCED GRADE GOLD MEDAL.

PERSONAL NOTES.**The New President.**

In choosing his new Ministry, Mr. Ramsay MacDonald has allayed the fears of some who imagined that we were on the brink of revolution. A typical choice is that of Mr. Charles Philips Trevelyan as President of the Board of Education. Born at a house in Park Lane and educated at Harrow and Trinity College, Cambridge, Mr. Trevelyan is the eldest son of Sir George Trevelyan, the nephew and biographer of Lord Macaulay. The new President has never been an artisan, nor has he imbibed the political doctrines of the Clydesdale fire-eaters. He is a former Parliamentary Secretary of the Board, an office which he held from 1908 down to the outbreak of war, when he resigned with Lord Morley and Mr. John Burns and for much the same reason. In 1919 Mr. Trevelyan joined the Labour Party under its new constitution, which admits of the individual membership of all workers "by hand or by brain."

He will bring to the Board a wide knowledge of educational administration, central and local. For a time he was a member of the London School Board. He is an excellent speaker, full of zeal for social betterment and prepared to make a sacrifice for principle. Time has mellowed some early asperity of temper and brought experience of the value of urbanity in council. Mr. Trevelyan has a big task before him, but he may be trusted to undertake it with resolution.

Mr. Morgan Jones.

The new Parliamentary Secretary to the Board is Mr. Morgan Jones, a certificated teacher with long experience in the public elementary schools. He entered Parliament as one of the candidates approved and aided by the National Union of Teachers. In the last Parliament he was a persistent questioner, and his appointment may possibly be based on the principle of making a troublesome boy into a monitor.

Sir Benjamin Gott.

In the list of New Year Honours appears the name of the Director of Education for Middlesex, who now becomes Sir Benjamin Gott. He is the recipient of an honour which is merited beyond the ordinary and has brought great satisfaction to teachers generally, all of whom feel gratified that the cause of education should have been honoured by the King in the person of one who has given valuable service to the schools.

Mr. F. W. Goldstone.

The new secretary of the National Union of Teachers, who has been appointed to succeed Sir James Yoxall, was a pupil teacher in his native place, Sunderland. In 1889 he entered for the Queen's Scholarship Examination, and in 1890 went to the Borough Road College; in 1892 he entered the service of the Sheffield School Board, and had reached the position of first assistant master in one of the largest schools when (1910) he was elected M.P. for Sunderland as a Labour member. He was also secretary of the National Federation of Assistant Teachers and a member of the executive and assistant secretary of the National Union. During the war he joined the Army and, in his work in connection with the education scheme, rose to the rank of captain.

Dr. Rupert Stanley.

The Education Committee for Belfast have recommended Dr. Rupert Stanley as Director of Education for the city. Dr. Stanley is Principal of the Municipal College of Technology, Belfast, and was Chief Wireless Instructor to the British Expeditionary Force in France during the war.

SOME SAYINGS.**Mr. Hugh Macnaghten.**

Greek poetry is the best human thing in the world except Shakespeare.

Mr. A. H. Trelawny-Ross.

No fool is so great a fool as the schoolmaster who dwells in a fool's paradise.

Dr. Percy Buck.

Speaking at Cambridge (annual conference of the Incorporated Society of Musicians), Dr. Percy Buck said there was scarcely a young person who did not like music. In the course of dealing with thousands of boys at Harrow, he did not think he could tell by name a single boy who could say he disliked music. Of course they sometimes wanted a little coaxing.

NEWS ITEMS.

Cinemas and Children's Eyesight.

Dr. Kidd, Dundee, lecturing recently on the causes of short-sightedness in children and other health matters, said that no child under fourteen years of age should be allowed to attend a cinema after seven in the evening, or to sit nearer the screen than fifteen feet.

A Schoolmaster's Model Boat.

Among the exhibits at the Model Engineering Exhibition in the Horticultural Hall, London, was a model of the New Brighton latest type lifeboat made by a schoolmaster, Mr. F. W. Hoggard of St. Helens.

New Spelling.

The Society of Pure English, after consultation with the Poet Laureate and the authorities of the Oxford University Press, has prepared a list of new spellings for foreign words in common use. Among other suggestions are the following: the omission of accents from words of French origin; English plural forms for Latin and Italian words (sanatoriums, nebulas), and the substitution of a single letter for the diphthong (medieval). The word "diphthong" itself seems to cry out for treatment! And can nothing be done with "eurhythmic"?

For the Blind.

We have received a specimen copy of "The Moon," a weekly newspaper printed in Dr. Moon's type for the blind and published by the Moon Society, a branch of the National Institute for the Blind, 224-6-8, Great Portland Street, London, W.1. The size is about eleven inches by fourteen inches, and there are six sheets. The total number of words is 760, and the news is necessarily very much condensed. The paper will be a boon to many blind persons. An appeal is made to the sighted for subscriptions to enable those who cannot afford to subscribe (8s. 8d. post free for a year).

Honour for Clowns.

In France the Minister of Public Instruction has bestowed academic honours on the Brothers Fratellini, the popular Parisian clowns.

Housewifery in Switzerland.

In Switzerland it is proposed to make training in housewifery compulsory for one year for every girl under twenty. This is apparently to counterbalance the compulsory military training of the boys, and to make homes worth defending.

Not Fair!

A good story is told in the "Evening News." At Islington Public Library precautions are taken against entrusting books to young borrowers unless their hands are clean. A small boy, arriving late to get a book, was told the Library was closed. He turned away disconsolate, "Lumme!" he said, "an' I've washed me 'ands!"

The Empire Exhibition.

Funds are to be raised from the fee of two guineas paid for "Fellowships" of the British Empire Exhibition (certificate, badge, and admission ticket) to found scholarships for technical or university education.

Financial Strength of the N.U.T.

We understand that notwithstanding the sustentation paid to the Lowestoft teachers, to members dismissed on economy grounds, and to many hundreds of ex-students unable to find employment, the accumulated funds of the Union are in a very healthy condition. All sustentation has been paid out of current income, and large investments have been made for the fund. The two-guinea subscription has added largely to the financial strength of the Union, but has resulted in a slight falling off in membership. Its further continuance is to be considered at the annual conference.

OBITUARY.

Mrs. Woodhouse.

It is with great regret that we record the death of Mrs. E. Woodhouse, a former Headmistress of the Sheffield High School and later of the Clapham High School, both conducted by the Girls' Public Day School Trust. Mrs. Woodhouse retired from active teaching work in 1912 and was elected a member of the Education Committee of the Trust, afterwards joining the Council, where her ripe wisdom and experience were of the utmost value. Throughout her career Mrs. Woodhouse was zealous in all forms of educational and social work, gaining many friends in all walks of life. Her death came suddenly at her home in Bagshot, where she had lived in active and happy retirement for some years past. Mr. P. A. Barnett writes: "Mrs. Woodhouse was one of the notable band of women who contributed to the distinction of the last third of the nineteenth century as a period of real and most fruitful expansion in public education. The main field of her work, like that of her friends and compeers, Miss Buss, Miss Beale, and others of whom a few are happily still with us as *emeritæ*, was, of course, the schools of which she was Head; she was an ardent teacher and an indefatigable organiser within their walls. But her enthusiasm covered more than improvement in the education and opportunities open to girls; she was enthusiastic in all schemes which seemed to her to affect the energising and enriching of social life. When she entered on her first headship, that of the Sheffield High School, she co-operated cordially with the agents of university extension, and lent her enthusiastic aid to the recently established Firth College, the nucleus of the present university. She herself attended lectures, she brought her mistresses to the classes, she sat on committees, she made friends of the real "labour" men of those days and fairly hustled them and all within the circle of her influence into educational enterprises. Her pupils, her staff, and her other friends were not allowed to be idle; it was impossible to resist the energy of her unrelenting spirit, she drove so hard. If she worked others to the full limit of their capacity, she was even more exacting of herself. She was never doubtful of the ends in view, she never swerved from her clear course; and she retained to the last her power to believe in others and to make the best use of them. She enjoyed, as she deserved, not only respect but affection, and will long be remembered not only as a great Headmistress, but also as a very lovable woman."

Miss Emma Leakey.

Miss Emma Leakey, Headmistress of the Saltburn High School from 1908 to 1916, died on January 7th. She was successively on the staffs of the Ramsgate High School, at Dewsbury, and at the Sheffield High School under Miss Escott. Subsequently she became the first Headmistress of the Saltburn High School. The school was planned and largely built under her direction. She was obliged to resign her post before the end of the war, the strain of anxiety, owing to the danger of bombardment, having affected her health. While at Saltburn Miss Leakey was active in several forms of public work.

Dr. Wace.

Dr. Wace, the Dean of Canterbury, who died on 9th January, aged 87, was educated at Marlborough, Rugby, King's College, London, and Brasenose, Oxford, where he took a second class in classics and mathematics. After holding curacies in London he was appointed (1875) Professor of Ecclesiastical History in King's College, London, and in 1883 he became Principal. Fourteen years later he became Rector of St. Michael's, Cornhill, and, in 1903, Dean of Canterbury. He collaborated with Sir William Smith in the "Dictionary of Christian Biography, Literature, Sects and Doctrines during the first eight centuries," edited "Luther's Primary Works," and was for many years a leader-writer for *The Times*. Dr. Wace, an unbending Tory, with Lord Halifax, pressed the demands of the Church schools when Nonconformists were fighting Mr. Balfour's Education Bill with the cry "Rome on the rates!"

Professor Gildersleeve.

The death of Professor Basil Lanneau Gildersleeve, the philologist, is announced by Reuter from Baltimore. After holding the Professorship of Greek for twenty years and Latin for five years in the University of Virginia, Professor Gildersleeve was appointed Professor of Greek in the John Hopkins University, Baltimore, from which he retired in 1915, after holding the office for forty years. He was ninety-one years of age last October.

LITERARY SECTION.

BOOKS AND THE MAN.

Civics and Common Sense.

Readers of THE EDUCATION OUTLOOK know something of the work of Dr. Robert Jones, headmaster of Bermondsey Central School, who adds to his justified reputation as an excellent schoolmaster the minor glories of a librettist of school opera and of a distinguished student of economics. He has published through Messrs. Sidgwick and Jackson, at the extremely modest price of half a crown, a much-needed book on the machinery of modern social life. It bears the title "Everyone's Affairs," and I make bold to suggest that it is everyone's affair, and especially every teacher's affair, to forego fifty cigarettes or some equivalent luxury and obtain this admirable book.

A favourite theme with facile orators on education is the importance of including in the school curriculum a subject which is often called "Civics," a term which may mean anything from a dull discourse on the British Constitution to a flamboyant utterance on the glory of the British Empire. Down in Gosport, it is said, some earnest ladies have organised a Junior Imperial League, open to young people from six to twenty years of age, on the payment of an entrance fee of one penny, with a further payment of a penny for each meeting, where they may have the joyful experience of hearing a Major-General discourse on politics. The youngsters of Gosport are a peculiar race if they disburse many pennies for this kind of entertainment.

Dr. Jones offers entirely different fare. He wisely avoids any dry description of the machinery of government and chooses instead to give an account of the basic facts of modern social and industrial life and of what intelligent people are thinking about them. So we have chapters on the development of industry, government, work and wages, voting, sources of information (with some arresting notes on the working of the mind and the power of suggestion), guilds and trade unions, local government, taxes, socialism and capitalism, nationalism and internationalism. In every instance the facts are set forth clearly and justly, with a pleasant spice of humour. Mention should be made of the striking illustrative diagrams, prepared, we are told, by Mr. Donald Milner from rough material furnished by the author. These drawings are a good model of the kind of diagram which is most useful in teaching, for they are simple and clear, easily read and understood, and set out with due regard to proportion. They are, in fact, typical of the book itself. At the end come eighteen pages of Notes and Summaries and an adequate index. Two pages are given to a poem entitled "Voices," wherein a boy is described as hearing first the spirit of selfishness and then the spirit of service, whose closing words are:

"Upon you, upon all, at the last
Is judgment passed,
Not by the power and wealth you won from the
world,
But by what you have given."

Here we have "civics" at its best, and I congratulate Dr. Jones on a splendid piece of work.

SELIM MILES.

REVIEWS.

Education.

THE STORY OF A GREAT SCHOOLMASTER: BEING A PLAIN ACCOUNT OF THE LIFE AND IDEAS OF SANDERSON OF OUNDLE. By H. G. Wells. (Chatto and Windus. 4s. 6d. net)

There is a kind of official biography of the late F. W. Sanderson called a "Memorial," and written by several hands. Of necessity it lacks unity of form and has too many angles of presentation. It may be supposed that it was the feeling that such a tribute, however affectionate, would do little to preserve the memory of Sanderson which led Mr. Wells to undertake his first essay in biography. Added to this characteristic intolerance of things which are not neatly ordered there burns in Mr. Wells a glowing admiration for Sanderson and his work. He speaks of him as "beyond question the greatest man I have ever known with any degree of intimacy." Reading this weighty opinion and remembering that it applies to a schoolmaster, teachers may feel some uplifting of spirit until they read further:

"Never was schoolmaster so emancipated as he in his latter years from the ancient servility of the pedagogue. Not for him the handing on of mellow traditions and genteel gestures of the mind, not for him the obedient administration of useful information to employers' sons by the docile employee. He saw the modern teacher in university and school plainly for what he has to be—the anticipator, the planner, and the foundation-maker of the new and greater order of human life that arises now visibly amidst the decaying structures of the old."

Truly the praise of Mr. Wells is not to be lightly gained, and there are those who suggest that the Sanderson of Mr. Wells is not the Sanderson of Oundle, but a creature of the imagination of a brilliant novelist. This is the view expressed by an American critic, but it is completely wrong, as may be discovered by anybody who reads this book. Mr. Wells gives a true and vivid picture of the real Sanderson, not fearing even to paint in the warts. His generous enthusiasm has not distorted his view, although it has been heightened by the fact that he is in complete sympathy with Sanderson's aims and methods. In describing them, Mr. Wells has incidentally given us a most valuable tractate on education which should be studied by all teachers and parents, and even by politicians as such. For they may all ponder with profit such an extract as the following from one of Sanderson's chapel talks:—

"Be true to yourselves, suffer no artifice, or artificial understanding, to throw dust in your eyes. Do not struggle for a static victory. Be true to yourselves. Do not struggle for your own recognition, as it were, or for the mere appearance of knowledge—rather struggle to enter into the kingdom, the kingdom of service." F.R.

CHILD TRAINING THROUGH OCCUPATION: by Lucy Bone and Marie E. Lane. With an introduction by Alice Woods. (Methuen. 3s. 6d. net.)

In the preface to this book we are told that one of the writers had an experience in a Summer School where there were assembled a number of teachers from remote country schools. These, we are told, were athirst for information on new methods, and in relation to individual and to group work they asked for some book which would tell not only how it was done, but why. A discriminating and enlightened thirst such as this merits assuagement. It merits also a special note as evidence that the new generation of teachers is not content to work in the light of ready-made rules or "hints that bring success," but is seeking a professional point of view in preference to that of a mere mechanic with a table of bench tricks. In a brief preface, full of kindly wisdom, Miss Woods points out, with truth, that the book suggests ways and means by which a child's energies can be set free even amid out-of-date furnishings and imperfect equipment. This indeed is an outstanding merit of the book, encouraging teachers to make the best of things as they are instead of waiting upon Providence, or an even more dilatory source of supply in a Requisitions Department, for an outfit of elaborate didactic material. The authors are practical teachers, and are therefore insistent that the hackneyed term "free discipline" means discipline as well as freedom. They believe in independent work and in group occupations, but they do not ignore the fact that the pupils will benefit only if they do real work and are

genuinely occupied. Their excellent practical counsels are all directed to securing this while enlisting the hearty co-operation of the children. Hints on classroom equipment, collective lessons, and on the teaching of number, reading and handwork form the material of chapters which are stimulating and helpful. Teachers of juniors will find in this volume a wealth of suggestions and some of these embody principles which are valid also for older pupils.

R.

PLAY-WAYS IN MUSICAL TRAINING: by Jeannie Murray MacBain. (Evans Bros. 3s. 6d. net.)

Mrs. MacBain has written an excellent and most timely book. Even a casual observer will have noted signs of a new and more instructed interest in music, but it has been the task of practical teachers with the requisite musical equipment to seize the opportunity for making music a reality in the schools. Mrs. MacBain begins rightly by urging the view of music as a language, and one, moreover, which can be taught to young children in a manner which will enlist their attention. How this is to be done she shows clearly in a series of admirably written chapters, embellished by beautiful photographs. The volume is one which every teacher should make speed to obtain.

F. J.

We have received a copy of CHILD EDUCATION, a new magazine (1s.), published by Messrs. Evans Brothers, Ltd., Montagu House, Russell Square, London, W.C.1. A feature of this interesting monthly is a large sheet in colours, illustrating Eskimo Land, with instructions for making a realistic model with sleigh, dogs, penguins, and seals all complete. A model of this kind, illustrating geography, history, or a seasonal lesson, is announced as a feature of the magazine. In addition there are many articles by practised hands dealing with infant and junior school methods. The magazine deserves a wide circulation.

Physical Education.

THE PHYSICAL TRAINING OF GIRLS: by Mary A. Johnstone, B.Sc. (Lond.), F.L.S., Headmistress of the Central High School, Manchester. (Sidgwick and Jackson. 3s. 6d. net.)

The really important point about this book is that the author not only realises but definitely states that we have at present no satisfactory system of physical training. To have got that fact stated, and the statement followed up by some attempt at investigating various systems with a view to arriving at some better scheme, is a valuable first step towards a reform which is urgently needed.

Taking as her ideal the Greek standard of bodily fitness and beauty combined with mental integrity, the author proceeds to examine and criticise some of the systems of physical training at present in use, and asks: "What should be the aim of training the girl of the present day?" The Swedish system of gymnastics, Eurhythmics, a school of "natural movement, dancing," and the "principles of Greek balance," as demonstrated by Mrs. Diana Watts, are in turn passed under review, and the suggestion is made that voice production and domestic science should also be considered as systems of Physical Training which have their quota to add to any really comprehensive scheme.

The author shows wide knowledge of physiology; moreover as head of a girls' school she is able to put systems to practical test and watch the results for herself; she possesses therefore valuable qualifications for such an investigation. While giving due acknowledgments to the "outstanding merits" of the Swedish system, which "nothing can effectively replace," she is severe on its limitations and possible dangers, and it is not surprising to find her turning more favourably to a system of dancing—the Madge Atkinson school of natural movement and dancing. The author is undoubtedly right in laying stress on the necessity for the association of movement with music—"the intrinsic unity of movement and music"—the music being used to call forth movement, not to be used as a mechanical time keeper, for it is along these lines that progress in Physical Education must proceed. This particular school of dancing, like the many others based on the Greek or "classical" model, obviously derives from the type of dancing practised and taught by Isadora Duncan and her brother Raymond Duncan, with, in this case, some of the most fundamental principles of Eurhythmics added.

The consideration of a comprehensive scheme of Physical Training calls for an open mind not only in the investigation, but

in the "experts" trained in the various systems, whose co-operation will be necessary if any reform is to be brought about. The chief trouble lies in the fact that the exponents of any system consider that particular system as the whole and only gospel—their entire creed lies within its tenets—and there are too few people who can think courageously on any question which touches them so nearly, particularly when it involves their daily bread.

The author has started on a vital line of research, and we would urge her to go further. There is still much subject matter for study, and one system which would most surely repay investigation is the traditional operatic system of dancing. Here, if anywhere, there is a real training which has been in use for hundreds of years, though up till the present time it has been used rather to produce dancers than to fit ordinary individuals for everyday life. Now, however, there are schools in which this system may be seen at work. It is earnestly to be hoped that this pioneer work will go forward, and that all concerned will co-operate to strengthen a movement which must meet with serious obstacles.

If any scheme such as that dimly visualised were to come into being, radical changes would have to be made in school building. Central halls, whence every sound penetrates to neighbouring classrooms, could no longer be used as gymnasias, and clever musical pianists would be costly additions to the gymnastic staff.

A. T.

English.

CHAUCER: THE CLERKES TALE OF OXFORD: edited by Kenneth Sisam. (Oxford: Clarendon Press. 2s. 3d. net.)

For any intelligent study of Chaucer's poetry a certain amount of work is necessary. This includes not only the learning of the spelling, vocabulary, and pronunciation, but also some slight knowledge of Chaucerian grammar. It is true that much enjoyment may be extracted from Chaucer without this last requirement, but that enjoyment must of necessity be superficial, and an appreciation of the obvious rather than of the artistic. It is impossible to recognise the skill with which poets overcome difficulties of metre, for instance, if we are not in a position to realise that any difficulties exist, nor can we admire a poet's ingenuity and artistic selection if we cannot realise from what alternatives he has made his choice.

In his edition of the Clerk's Tale Mr. Sisam has done much towards making such appreciation possible for the general reader as well as for the student. He has given an interesting introduction to the tale, ample explanatory and grammatical notes, a clear sketch of Chaucer's English, together with a short exposition of his metre, and a full glossary.

Altogether we have given us a very sound groundwork on which to build up an understanding knowledge of Chaucer, who, as the editor remarks, is easy to read rapidly, but when more closely examined is a difficult writer. This difficulty, in Mr. Sisam's edition, is replaced by interest.

V. H. S.

THE CHOBHAM BOOK OF ENGLISH PROSE: by Stephen Coleridge. (Mills and Boon. 7s. 6d. net.)

In the Chobham Book of English Prose Mr. Coleridge has gathered together many well-known and excellent passages from English authors. Throughout he shows an obvious delight in what is good, and his accompanying comments and appreciations of the authors are for the most part able and restrained.

It seems a pity, however, that Lamb's "Essay on Roast Pork" strikes Mr. Coleridge as repellent and lacking in wit. Perhaps if he let his mind dwell less on the actual anatomical details of the pig, and entered a little more sympathetically into the spirit of Lamb's humour, this oft-quoted and favourite essay might assume a hitherto unsuspected virtue, even in Mr. Coleridge's eyes.

O Mr. C. you feel disgusted.

I'm sorry, sir, I really am.

For you're the only man who's cussed it,

O Mr. C. you feel disgusted?

Your taste for prose, sir, I mistrust it,

Your words condemn both Pork and Lamb.

O Mr. C. you feel disgusted?

I'm sorry, sir, I really am.

V. H. S.

THE BELMONT SHAKESPEARE: edited by R. L. Blackwood and A. R. Osborn. (Macmillan. 2s. each.)

The editors state with candour in their preface that "There are so many editions of Shakespeare's plays that a new one seems to need some apology." The excuse for the present edition is the emphasis in the books in "self-activity," and the chief feature accordingly is an excellent appendix of numerous questions for class study, which may be answered orally or in writing. Apart from these, this edition is indistinguishable from its numerous predecessors.

NELSON'S LITERATURE PRACTICE. BOOKS IV—VI: by Richard Wilson. (Nelson and Sons.)

This is a most attractive little series of excellently produced class books intended to give ample practice in individual work to pupils at all stages in the Elementary School. Dr. Wilson is a facile book-maker and has the gift of knowing by instinct what the average teacher and pupil really needs. Teachers who are about to "requisition" would do well to examine this series.

GATEWAYS TO POETRY. BOOK I—GOLDEN NUMBERS; BOOK II—MAGIC CASEMENTS: General Editor, G. S. Maxton. (McDougall's Educational Company.)

These are carefully graded little books containing extracts from poets old and new, great and small. They endeavour to carry out the recommendations of the Departmental Committee on the Teaching of English, and while narrative poems are numerous, the lyrical aspect is not forgotten. They may be recommended to all teachers of juniors in every kind of school.

SHAKESPEARE'S PLAYS: JULIUS CÆSAR. THE TEMPEST. A MIDSUMMER NIGHT'S DREAM. (McDougall's Educational Company.)

These are cheap and convenient editions suitable for large classes and contain the usual introduction, notes, and glossary, together with a list of topics suitable for discussion or for composition exercises. Each book is strongly bound in limp cloth.

SELECT ESSAYS FROM THE WRITINGS OF VISCOUNT MORLEY OF BLACKBURN, O.M.: edited by H. G. Rawlinson, M.A. (Macmillan and Co., Ltd. 2s. 3d.)

Mr. Rawlinson has collected in convenient form some half a dozen of Lord Morley's essays on various authors and subjects. This has supplied a real want, as the works of Morley are not readily accessible to students. Each essay has been given in its entirety, and the editor has provided an admirable appreciation and full notes explaining the numerous literary allusions to be found in the essays.

V. H. S.

French.

A HISTORY OF FRENCH LITERATURE: by Kathleen T. Butler. 2 vols. (Methuen and Co. 10s. 6d. per vol.)

No literature shows more clearly than that of France the close and intimate bond that connects it with historical events and social conditions, nor as an instrument has any other been so delicately attuned to every passing movement whether social or political; yet text-books on the subject too often fail to make this their theme. Those written in French, very naturally perhaps, take for granted that the student is familiar with the history and internal conditions of the country throughout the centuries, and do not sufficiently emphasize the impossibility of considering the literature apart from its history. If her experience has shown Miss Butler the need for such a book in the hands of University students, how much greater must be that of the schoolboy or girl who, in addition to the problem of co-ordinating, in the time available, historical events with contemporary literature, is also faced with the difficulty of the language employed in standard French works. Miss Butler has been singularly successful in filling this gap. The arrangement of the volumes has been carefully thought out. Each is divided into periods, which open with a chapter in which stress is laid on the historical background and on certain characteristics of the period to be studied. There are marginal summaries on each page which enhance the value of the volumes as books of easy reference, and the extracts from French and other authors form not one of the least attractive features of the work, though unfortunately marred by a number of misprints. Miss Butler knows her subject. She writes with ease, the argument is clear, and having read the introductory chapter to one period the reader will find his interest stimulated, and he will want to go on to

the next. Volume I deals with the subject from the earliest times down to 1789; Volume II with the complex 19th century, including a detailed study of French literature from 1850 down to the year 1914. At the end of each volume there are synoptic and chronological tables, and an appendix of supplementary reading—two invaluable additions. These books should receive a wide and deserved welcome in all schools and amongst University students. Miss Butler has carried out her task sympathetically and with masterly skill. P.L.R.

Classics.

SHADOWS ON THE PALATINE: by Wilfranc Hubbard. (Constable. 8s. 6d. net.)

This is a novel and very interesting book. The author himself describes it as a variant on an old theme—the unchangeableness of human nature—and puts his moral into the mouth of Pan in the preface, that man is at least immortal in his foolishness. In effect it is one of the best attempts since G. W. Stevens' "Monologues of the Dead" to recreate by the imagination a few of the more striking figures in Roman life and literature. There is something of Horace and Ovid, something of Petronius and Martial in the methods that Mr. Hubbard employs, and the result is a most fascinating volume. The book takes the form of a series of dialogues, the characters being sometimes historical persons—Catullus, Horace, Cæsonia, Herod; sometimes imaginary types, such as the two young ladies in the Ovidean sketch, "Confidences," or the group of rich parvenus in the Petronian "A Private View." But whether real or invented, the speakers are always vividly presented and the situations ingeniously devised. The dedication is to Commendatore Boni, and his gardener has the last word—"For that matter everything seems to grow on our Palatine; it is a wonderful soil. I always say that all that people that lived here—all those Cæsars who lived and died here—have the most beautiful monument in all Rome. Look at those red roses!" F.A.W.

Mathematics.

THE CAMBRIDGE ELEMENTARY ARITHMETIC: BOOK VIII: by J. H. Webster. (Cambridge University Press.)

Mr. Webster's previous series of Arithmetic Class Books are well-known and deservedly popular. He has now completed the series with the present Book VIII, which is suitable for the last year of the Elementary School, as well as for Evening Schools and Junior Forms in Secondary Schools. The topics are grouped in five divisions: Mensuration, Algebra, Logarithms, Geometry, Graphs. We should have preferred fewer divisions, but many teachers still like the older compartmental treatment. The chief objection to the book is the snippety treatment necessary through the limitation of space and the rather large number of topics included.

THE ENGLISH FOLK DANCE SOCIETY.

Director: CECIL J. SHARP, Mus.M.

THE EASTER VACATION SCHOOLS of Folk Song and Dance will be held at Harrogate and Exeter from April 21st to 26th inclusive. Particulars may be obtained from:—

THE SECRETARY, E.F.D.S.,

7, SICILIAN HOUSE, SICILIAN AVENUE, SOUTHAMPTON ROW, W.C.1
Tel.: Museum 4580.

LATE ADVERTISEMENT.

COUNCIL OF THE DURHAM COLLEGES IN THE UNIVERSITY OF DURHAM.

NEW SCHOOL OF PURE SCIENCE.

The Council of the Durham Colleges will shortly proceed to appoint a Professor of Chemistry who will also be required to occupy the position of Head of a new Department of Pure Science in the Durham Division of the University and be responsible for the general supervision and organisation of the Department. The stipend as Professor will be £800 per annum, with an additional sum of £200 per annum as Head of the Department. Applicants should be graduates in Honours of a British University and have had experience in University Teaching. Further information as to the terms and conditions of the appointment may be had on application to "THE SECRETARY OF THE JOINT BOARD, University Offices, 38, North Bailey, Durham."

Completed applications must be in the hands of the Secretary not later than Saturday, 16th February, 1924.
22nd January, 1924.

ALGEBRA FOR SCHOOLS. PART I: by J. Milne and J. W. Robertson. (G. Bell and Son.)

This volume will take pupils to the School Certificate standard for England and Wales. Written with typical Scotch caution, it is stated to be on "modern lines" and yet to retain the best features of the "older text books." The result is a compromise between the old and the new which has many elements of merit, and the book may be recommended to all Secondary Schools.

THE OXFORD PICTURE ARITHMETICS—PUPILS' BOOKS I AND II (6d. each); **TEACHERS' BOOKS I AND II** (1s. 6d. each): H. McKay. (Macmillan and Co.)

Mr. McKay is as original as ever and presents here pupils' books containing nothing but pictures. The teachers' books indicate the method of using these pictures, and in the hands of a good teacher the method is excellent. It is time our "infants" were relieved from the boredom and futility of much of the work in written "sums." With methods such as the author outlines the arithmetic lesson may well become the most pleasant period in the daily time-table.

UNCONVENTIONAL ARITHMETICAL EXAMPLES FOR JUNIORS: by R. S. Williamson. (Cambridge University Press. 2s. 6d.)

Mr. Williamson's book does not belie its title. He has had considerable experience in examining young candidates for scholarships to Secondary Schools under the auspices of the West Riding Council. As a result he found it necessary to compile unusual examples which might test native "intelligence" apart from testing careful training. We venture to think, however, that "intelligence" and "schooling" are not so remote from each other as might appear at first sight. Certainly some of these "unconventional" examples would cause the ordinary teacher of ordinary pupils to despair of "training" pupils to attack them. We should imagine that the West Riding teachers are not unthankful for the transfer of the author to Cambridge. But the book is stimulating and suggestive; all teachers should possess it, and we do not think that it was necessary for the author to include any conventional "straightforward" examples in order, as he says "to increase its usefulness."

NELSONS' ARITHMETIC PRACTICE: A Series of Six Books for Pupils with corresponding Teachers' Books.

The compiler of these books remains anonymous, and the series though excellently produced follows very conventional lines. Much "mechanical" work is included, a feature which seems to usurp the function of the teacher. Clearly the latter should be able to supply a well-graded series of routine examples on any topic, and class-books of examples should more properly supply the varied "problem" examples. We doubt if many teachers require both types in class-book form.

METHOD IN ARITHMETIC: A set of Six Pupils' Books with Answers to all Six complete in one volume: by Harry Pine. (Herbert Russell.)

These books are intended to form a systematic course for all ordinary Elementary Schools. They are the work of a practical teacher, and as such follow more or less the conventional lines of numerous other series, though the usual claim for "originality" of treatment is made by the compiler and the publishers. As a point of fact, but little originality of arrangement or treatment seems now possible in this commonest of school subjects, for a multitude of experimenters have long since discovered the limitations of the elementary school and pupil. The books before us are as good as most of their kind, and those who have used the compiler's "Systematic Course of English Composition" will find the same clear and temperate exposition of a subject which usually suffers from too much orthodoxy or too much novelty.

Science.

BELL'S NATURAL SCIENCE SERIES: READABLE SCHOOL BOTANY: by W. Watson. (G. Bell and Sons. 2s. 4d.)

This book, while not aspiring to be a text-book, is clearly the work of an expert and enthusiast, and makes clear and attractive the broad principles governing the life of a plant. In the hands of a sympathetic teacher, and supplemented by suitable experimental work, the book should be most useful in Secondary Schools where this subject is taken.

Music.

In a **GROUP OF UNISON AND PART-SONGS** issued by the Year Book Press, Ltd., 31, Museum Street, W.C., are included the following:—"Haste Thee! Haste Thee!" by Harold E. Watts; "All in this pleasant evening" (unison), by Hubert Howells; "Weather Wise" (unison), by Thomas F. Dunhill (adapted from a seventeenth century English air, a very interesting song); "My Dove," by Charles Wood; "The Song for Me" (two-part), by Sydney H. Nicholson; "Fifteen the Rover," by Stanford (unison), a very bright and taking tune; "Hob a Derry Danno"—a Welsh Folk-Song arranged by Charles Wood for four-part voices (male); "In Merry Mood," another jolly four-part song for male voices, arranged from a Welsh Folk-Song by Charles Wood; a fine unison song, "The Rover," by Charles Macpherson; "Cherry Ripe" (two-part), by Hilda M. Grieve; "A Little Bit of Garden," by Charles Macpherson (unison); and lastly, "O! who is so Merry," unison song by George Dyson. All the above are written in both notations and form a very interesting and serviceable addition to the list of songs suitable in every way for school and choir use. A. G.

THE OXFORD CHORAL SONGS FROM THE OLD MASTERS. (Published by the Oxford University Press, Amen Corner, E.C.4.)

Under the able and energetic editorship of Dr. W. G. Whitaker, the Oxford Press are continuing to issue some delightful songs, among which may be named "Up, away now!" a song of the Greeks, arranged from Handel's "Berenice"; "Cronos, the Charioteer," by Schubert; "Ganymede"—Schubert; "Mankind"—Schubert; "Orestes restored"—Schubert; "Sailors' Song to the Dioscari"—Schubert; "The Setting Sun" and "The Organ Man," both by Schubert, all of which are beautiful. The editor's notes at the head of several of these songs, all unison, are most valuable. Five other unison songs by Dr. Maurice Greene (1695-1755) and arranged by E. Stanley Roper, are indicative of the wonderful musicianship of some of the old masters whose work is now made public for the first time. These five are all sacred and suitable therefore for Church services as well as school singing. Their titles are as follows:—Recit. and aria, "The eyes of all" and "Thou openest Thine Hand"; "Salvation belongeth unto the Lord"; "O give me the Comfort"; "Praised be the Lord"; and "My lips shall speak the praise." The last-named is worthy of a "Bach" in its beauty of melodic treatment. Organists as well as teachers should see some of these; they are worthy of revival. A. G.

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General.

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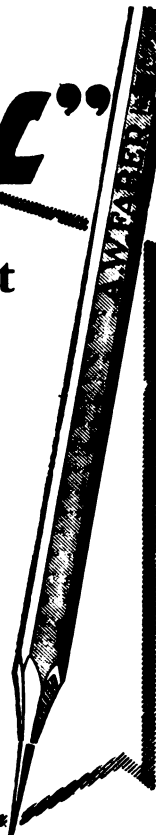
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Subsequently, various Bills were introduced in Parliament with the object of establishing an Official Register of Teachers. Mr. Forster promoted one in 1869, Sir Lyon Playfair another in 1879, and Sir John Lubbock a third in 1881. In 1890 Mr. A. H. Dyke Acland brought in a Bill for the Registration of Teachers. This marks the real beginning of the legislation and discussion that resulted in the establishment of the present Teachers Council. The difficulties were enormous, although mainly artificial, since they rested on the false idea that it is possible to make arbitrary distinctions as between one type of teaching work and another. It was this false idea which lay behind the two-column Register of 1899, and brought about its failure.

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NOTICE TO WRITERS.

The Editor is prepared to consider essays, sketches, or verse, provided that they are marked by originality or freshness of view. Accounts of successful teaching devices or efforts to introduce new methods in education will receive special attention. Articles submitted should be 550 words in length, or a multiple thereof, according to the importance of the topic. The name and address of the writer should be written at the head of the first page and the number of words indicated. Articles, if declined, will not be returned unless they are sent with a stamped addressed envelope for this purpose.

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THE EDUCATION-OUTLOOK AND EDUCATIONAL TIMES

MARCH, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

Lifting the Ban.

Mr. Trevelyan has lost no time in giving assurance that expenditure on education is no longer to be subject to the arbitrary and wooden forms of restriction which have been favoured of late by the Treasury. He has announced that the school feeding of necessitous children shall proceed as the law directed and not as departmental edict illicitly ordained. He proposes to hasten the reduction of the size of classes in public elementary schools, beginning with those which number sixty or more and then proceeding to deal with the far more numerous group of classes exceeding fifty. Such numbers as these are far too common in town schools, and their existence serves to furnish a valid reason for many of the deficiencies of our public elementary education. Few will be found to attempt any opposition to Mr. Trevelyan's proposal, save on the ground that it will cost money. It will do this, it is true, since it will involve the employment of more teachers, and also the structural alteration of many schools which were planned to receive sixty pupils in each classroom. Instead of making costly re-arrangements of existing buildings it would be wise to add annexes of a simple and inexpensive kind.

School Buildings.

In the past we have been prone to build schools as if they were to last for ever, and as if they would be perennially up-to-date. The result is that many of our schools, while sound enough as buildings, are far from being adequate to our present needs. Even if we were bold enough to pull them down we should find that in many cases the loan raised for their erection has not yet been paid off. Thus we have created for ourselves a solid material obstacle to educational progress. School planning has made rapid strides during recent years, and the proved merits of buildings which afford ample access to light and air seem to indicate that we have been mistaken in spending large sums on permanent structures. It is well to have some part of the building which suggests permanence and reveals architectural beauty. The classrooms or workrooms, however, may be less permanent in character provided that they are airy, convenient for their purpose, and well-proportioned. The Board of Education would perform a useful service by inviting plans for school buildings with a permanent assembly hall and temporary classrooms grouped round a quadrangle or playing space.

Continuation Schools.

There seems to be some likelihood that the Board will attempt to encourage the establishment of continuation schools as provided by the Fisher Act. It will probably be found that there is a change of opinion on this question and that there is a widespread view in favour of extending the opportunities for whole-time schooling as against the setting up of early continuation schools. We cannot assume that every child who leaves the public elementary school at fourteen is at once linked up with some form of beneficial employment. Nor can we feel satisfied that those who have not passed on to a secondary school at the age of eleven or twelve are making the best use of their time by remaining under elementary instruction. Many of them are waiting for their release and looking forward with eagerness to their fourteenth birthday. They need some kind of fresh impetus, and it should be provided by the establishment of universal secondary stage instruction, either in separate schools, or by the institution of special classes in their own schools, where the methods of teaching and of discipline would resemble those of secondary schools. Such an arrangement might furnish the link between elementary instruction and that which is suitable for adolescents. If no such link is forged the compulsory attendance at continuation schools will be surrounded by difficulties.

Secondary Schools Examinations.

The excellent work of the Secondary Schools Examinations Council is beginning to bear fruit, with the result that there is a growing hope that boys and girls may find that success in one examination will cover the requirements of all universities and professional bodies. The relief to the schools also will be very great, for in the past it was not uncommon to find boys in the fifth form or thereabouts pursuing many different examination objectives, some desiring to pass matriculation tests, others to enter one of the professions, and others again to become clerks in banks or insurance offices. Each university, profession, bank, insurance company, etc., had its own views as to the nature and component parts of a good general education. Even yet there is a tendency to impose a rigid prescription instead of being content with proof of intellectual ability. The task of the Examinations Council is not easy, for it may not pursue the logical but inexpedient course of fusing all school examinations into one. It has to acquiesce in the continued existence of a wide diversity of examining bodies while striving to bring about a measure of uniformity in their standards and of cordiality in their mutual relationship. When it is universally recognised that a good general education may take any one of many shapes we shall owe thanks to the Examinations Council.

A Sheffield Incident.

By a deplorable blunder the Sheffield Education Authority has incurred a severe check in the High Court, lost a large sum in litigation, produced grave unrest among the teachers whom it employs, and brought needless pain to several worthy head masters and head mistresses in non-provided schools. Moved by the desire to economise on education the Committee decided to call for the resignation of teachers who had attained the superannuation age of sixty years. Such an order can be enforced in Council Schools, since these are provided by the authority. In schools which are non-provided the dismissal of a head teacher cannot be enforced without the consent of the managers, unless the authority can prove that the step is taken on educational grounds. In the face of this legal obstacle the Sheffield committee affirmed that the head teachers in certain Church Schools were inefficient, and that they must resign. The teachers concerned had served for a long period and it is easy to understand that they suffered keenly when confronted by this harsh verdict, pronounced at the end of their life by the authority which they had served for years. Against the verdict they appealed on the ground that the notices of dismissal were due to financial rather than educational considerations. Their contention was upheld by Mr. Justice Lawrence, whose summing up on the case revealed what he thought of the action of the Sheffield Authority. His best comment, however, was in reply to the suggestion that the dismissed teachers would have a pension. On this he observed: "Money is not everything."

Advertising the Empire.

There are subdued signs of an impending exhibition at Wembley, to be opened on St. George's Day by His Majesty the King. That is less than eight weeks hence, but apart from newspaper references and prophecies concerning the vast crowds that are flocking to London from all parts of the world, nobody has had much opportunity of learning what the show will be. A melancholy foretaste of the educational side of the affair is being issued in the form of a Bulletin, which is appearing in twelve weekly numbers and is intended to supply teachers with material for lessons on the Empire. This sample of imperial journalism is probably the worst thing of its kind that has ever been printed. The contents are too ordinary to call for special comment, but the printing and paper are of the meanest possible quality. This is the more surprising because it is not long since the Stationery Office published an interesting report on typography. Now they produce this weakling, marred by every device of cheapness, and completely unattractive to the eye. The thing is to be sold to Education Authorities for use in schools, and we can only hope that it will find no purchasers. Any enterprising shipping company could have produced a set of booklets of real artistic merit, which could have been distributed freely to every school in the country.

Sir Robert Blair.

After twenty years of arduous work for London Sir Robert Blair is retiring from the post of Chief Education Officer to the London County Council. He had the good fortune to enter upon his duties before they were formulated. In this sense he made his own post, and with consummate skill he has filled it, winning golden opinions from successive chairmen and committees and building up, at the same time, a real goodwill among teachers. He has always claimed to be regarded as a teacher, ranking himself, it may be, as a kind of headmaster. Certainly he has never lacked some of the magisterial attributes of the strong dominie, nor has he failed to display them on occasion, whether to a committee or to the teachers. In entering upon his retirement, which we hope may be long and happy, he carries with him the affectionate esteem of all who know him and of thousands whom he does not know.

THE POINT OF CONTACT.

One day the Woman-who-was-Intellectual met the Woman-who-was-Domesticated.

"And what have you done this morning?" said the first woman.

"Oh!" replied the Woman-who-was-Domesticated, "I baked bread and some cakes, darned the stockings and washed a few clothes. Now I am on my way to buy meat for to-morrow's dinner."

"Dear me!" thought the Woman-who-was-Intellectual, "how exceedingly dull."

"And you?" queried she who was Domesticated, "what have you done?"

"Ah!" said the other, "I finished my treatise on Egyptology and began an article on the Laws of Evolution; now I am on my way to the laboratory to do some chemical research work."

"Really!" thought the Woman-who-was-Domesticated, "how entirely uninteresting." Aloud she said, "But the time which to me is the most enjoyable of all is the evening."

"How strange," rejoined the other, "that is the time which I also prefer."

"But not for the same reason," said the Woman-who-was-Domesticated, smiling. "In the evening I play with the children."

"Why, so do I," replied the Woman-who-was-Intellectual.

G. B. BRADBURN.

THE SCHOOLDAYS OF JAMES NASMYTH.

Notes from an Autobiography, 1808—1882.

BY S. T. H. PARKES.

James Nasmyth is chiefly remembered as the inventor of the steam-hammer which could give so gentle a tap as to crack the end of an egg in a wineglass "whilst the next blow would shake the parish." Many of his inventions won world-wide fame, but with a public spirit rare in the successful man of business he patented very few; the rest were "sowed broadcast over the world of practical mechanics." In 1883, John Murray published the "Autobiography." Charmingly written, and illustrated with many of Nasmyth's own spirited drawings, these recollections of a full and happy life are more than the mere record of industry crowned with success. Early chapters prove him an educational pioneer, and throw light upon the opportunities in his time for elementary and technical instruction.

Alexander Nasmyth, his father, was a versatile genius, "a painter, an architect, and a mechanic." At the Dilettanti Club he was associated with that brilliant group which made Edinburgh a hundred years ago a second intellectual metropolis, and included Sir Walter Scott, Lockhart, Raeburn, Jeffrey, the Ettrick Shepherd, and Christopher North: a jocund crowd, though "the drinks were restricted to Edinburgh ale and whisky toddy." James would often accompany his father with scientific or artistic friends in walks round Edinburgh and listen to their discussions about geology, the Gothic revival, or "the ever varying aspects of nature," and "these walks," he remarks, "had a great influence upon my education . . . It is on such occasions that ideas, not mere words, take hold of the memory, and abide there until the close of life."

The worst tyranny may often be traced to small private schools, and at one of these, when seven years old, he took a sudden plunge into rough realities. Under a leading teacher in Edinburgh named Knight, with the help of the "tawse" and "many a cuff on the side of the head," he learnt to read and spell. Knight had a violent temper, and once, over some trouble about a "praeter-pluperfect tense," he seized his pupil by the ears and beat his head against the wall. The child, stunned and bleeding, was carried home, and lay in bed for more than a week. He tells us that he ever after "entertained a hatred against grammatical rules."

At the age of nine he went to the famous Edinburgh High School, where Scott and many another eminent Scotsman had been grounded. Under the "rector" were four masters, each in a separate room with a class of nearly 200 boys. Little wonder that scant progress was made in Latin during three years! Writing about 1880 of conditions in 1820 he anticipates some ideas with which we have become familiarised during recent years. "Not the quantity of the knowledge imparted is the test of the teacher's fitness, but the intellectual and spiritual longings that he fosters." Thus Dean Inge. Again, "Every subject in the school time-table is open to the accusation that the teacher of the subject has divorced the interest of it from life" (Mr. Ernest Young). Nasmyth writes: "My young mind was tormented by the tasks set before me. At the same time my hungry mind thirsted for knowledge of another kind." And

again, "I did not learn much at the High School. My mind was never opened by what was taught me there. It was a mere matter of rote and cram . . . Had the master explained to us how nearly allied many of the Latin and Greek roots were to our familiar English words, I feel sure that so interesting and valuable a department of instruction would not have been neglected." Two acquisitions he gratefully acknowledges: the habit of application and "the blessings and advantages of friendship." Feeling the need of "something more living and quickening," in 1820 he attended classes in the Edinburgh School of Arts, where he was one of the earliest students. Euclid brought out his powers of reasoning, and trained him mentally. But succeeding years were specially important as marking his "mechanical beginnings." He is insistent on the limitations of mere book learning, on the value of handicraft, on the training of hand and eye as elements of a sound education. At a recent Educational Hand-work Conference a prophecy was hazarded that "we shall some day have Secondary Schools in which will be used not books but crafts." "Some day"—perhaps! This was Nasmyth's aspiration fifty years ago. We are "still trying"—as was written in a backward boy's report.

When thirteen he spent Saturday afternoons in the workshop of a school friend's father, and he looked back to this as an important part of his education for a mechanical engineer. "I did not read about such things" he comments, alluding to his metal mixing and casting, modelling, and machining, "for words were of little use. But I saw and handled, and thus all the ideas in connection with them became permanently rooted in my mind." With another school crony he practised chemical experiments. "My friend Tom Smith and I made it a rule—and in this we were encouraged by his father—that, so far as possible, we ourselves should actually make the acids and other substances used in our experiments." He adds, "A great deal is now said about technical education; but how little there is of technical handiness or headwork. Everything is bought ready-made to their hands; and hence there is no call for individual ingenuity." From thirteen to eighteen he continued his studies at the School of Arts—pre-eminent then among Mechanics' Institutions and precursor of the modern Technical Colleges, and attended lectures on chemistry, geometry, and natural philosophy in the University. Constantly busy, mind, hands, and body, in "a state of delightful and instructive activity," time did not hang heavy on his hands.

Drawing he calls "graphic language," and he insists constantly on its educational value. He developed an early aptitude, and at the age of four was discovered to be ambidextrous. Mechanical drawing he considers "the alphabet of the engineer. Without this the workman is merely 'a hand.' With it he indicates the possession of 'a head!'" He speaks of "the language of the pencil" as truly "universal," and deploras its neglect in his day. In the teaching of drawing, perhaps more than in any other branch of education, modern methods and results are realising the "forward-looking thoughts" of this childless but child-loving philosopher.

LABOUR AND SECONDARY EDUCATION.

BY HAROLD T. WILKINS.

[We print the following article as the expression of a point of view which is especially interesting at the present time. The opinions of the writer are not to be taken as those of "The Education Outlook."—EDITOR.]

"Now you have criticised the administration and historic endowment alienation of our great public schools and older universities, what are your proposals for their reconstruction or adaptation to the notions and ideals of a democratic age?"

This question will naturally spring to the lips of the reader who has read "Labour and Educational Endowments" in the February EDUCATION OUTLOOK. I will take the case of the eight greater public schools founded in 14th—17th centuries.

At the outset one is impelled to say that the placing of these schools on an equalitarian basis is only approximately possible whilst our present social and economic system remain what they are. Education, like religion and world-history, is, of course, subject to that play of economic forces which determine not only the basis of life and production but the social ideas and institutions of a given historical epoch.

With the coming of the industrial revolution, the class of merchants and manufacturers enriched by trade at home and in foreign fields sent their sons to the schools with budding lawyers and clergymen. It was the age of capitalist industrialism before the coming of the joint stock corporation, so that not a voice was raised when the Victorian Public Schools Commissioners re-established the schools on a newer bourgeois basis and carefully omitted the poverty clause. Poor boys were wanted in factories, as they had been on the land.

It is true that the Head Masters' Conference—the Parliament of Public School Headmasters—has recently become somewhat alarmed at the isolation of these schools, and has set up a committee which may or may not invite the co-operation of the Trade Union Congress and Labour Party in measures of reform. We shall see what happens, and whilst perfectly willing to give full credit to the Conference for its initiatory steps, we must remember the power of vested and class interests straining every effort to nullify these yet unformulated plans.

Making due allowance for these social conditions, our reconstructive proposals may therefore roughly fall under six heads:—

(1) The restoration of the original local connection of these historic public schools.

(2) Centralised control by the Board of Education of their endowments and administration, conjointly with local representation on the governing bodies of public schools; this local representation to include (among others) teaching and professional bodies and associations, the labour, co-operative, socialist and trade union movements, and municipalities. The Public Schools Act of 1868 must be amended so that the Board of Education may have power to make new and equalitarian schemes for both greater and lesser public and grammar schools.

(3) Reform or, even better, an intellectual revolution of the public school system of education which will tend to the betterment of the community through the avenue of a free and liberal education and culture unimpeded by reactionary bodies and individuals.

(4) Creation of more scholarships pending the long

overdue establishment of free secondary education in England, and its correlative—the setting up of a poverty test whereby candidates must prove that financial aid is a necessity for their education.

(5) The realisation of a system, roughly corresponding to the American, whereby the son of a duke and a dustman shall be educated side by side in the public schools. (These may be considered as interim proposals preceding the establishment of the Labour Party's scheme of free secondary education.)

Something will also have to be done to reform and level up the curriculum of the local grammar and secondary schools, so that the expensive preparatory school education which to-day bars the public schools against poor students, as well as the exclusiveness of "liberal-classical" training—now the privilege of the middle and upper classes—which has the effect of excluding this class of students from the Universities of Oxford and Cambridge, may be done away with.

Moreover, the curriculum of all English secondary schools will have to be so reformed that no boy or girl may, as now, leave without some acquaintance with modern thought in the realm of sociology, history, biology and science itself. Better text-books are needed, and above all a truly liberal education which will release and educate the power of thought, and not stifle it. A people which has no vision and no thought shall perish as surely as the civilization and culture of old Rome and Byzantium.

The legal position of the public schools is a singular one, for though to quote Lord Halsbury's "Laws of England" (1910): "a public school is nowhere defined in law," yet from the 16th century onwards, these schools have always been subject to special statutory treatment. With the exception of Eton and Winchester they can deal with their land only under the control of the Board of Education, the successors of the defunct endowed schools branch of the Charity Commission. However, if these schools so desire, they may voluntarily for any particular purpose come under the provisions of the Charitable Trusts Act, 1855 (18 and 19 Vict., C. 124), that is to say, they may apply to have extended to them a certain modified jurisdiction of the Charity Commissioners. Nevertheless, these schools to which the Public Schools Act of 1868 applies are wholly exempt from the Endowed Schools Act (1869 to 1889), which means that the Board of Education has no power to deal with the endowments, or to make new schemes in respect of the existing trusts of Eton, Winchester, Westminster, Charterhouse, Harrow, Rugby, and Shrewsbury Schools.

As the Royal Commission on Secondary Education said twenty-eight years ago, "There appears no reason why the seven big Public Schools, in an organic system of secondary education, should be excluded from the supervision of the Central Authority." I will not quote what the many witnesses said of the flagrant misuse by rich persons of the endowments of public schools and old universities. It is the old story, and it may be read in the official reports (1898 and onwards) at the British Museum.

TRAINING IN SOCIAL SERVICE.

BY NANCY CATTY.

In the following article Miss Catty gives an interesting account of a successful effort to provide training in social service for young teachers.

One of the largest departments of Goldsmiths' College is a Training College for men and women, of whom the great majority take a two years' course in preparation for work in elementary schools. The College is situated in Deptford, one of the poorer of the boroughs of London with its own type of riverside slum, inhabited by poorly paid, casual workers who live in small, badly-built houses, or "decayed" houses. Hence the children in many of the schools are often ill-nourished, ill-clothed, and badly housed. The environment of the College is of great importance. In the first place the students do their practical work in the neighbouring schools in Deptford, Lewisham, Greenwich, and Peckham, and those who are attached to the poor schools often come back to College filled with desire to do something for the children. Thus they act as missionaries to their fellow students who are working in better schools. I heard a student say as she came in from one of the poorest schools of Deptford: "It's not what we can teach them that matters, it's what we can do for them," a doctrine to which one may not whole-heartedly subscribe, but a remark that throws light on one effect of training elementary school teachers in a poor and crowded district. In the second place the very poverty of Deptford has been the direct or indirect cause of an energetic social life; the officials of the Borough Council will take unlimited trouble to interest students in the ameliorative work of the Council; the Care and After-Care Committee organizers look to the College as a source of workers; the Play Centre has a strong claim on the sympathy of the students—especially as the school in which it is carried on is a "Practising School"; the Albany Institute is used in connection with the training of nursery school teachers, and in return uses us to help with its club; the girls' and boys' clubs of the neighbourhood were used when we were training students for Continuation Schools and naturally looked for help even when economy vetoed that form of training. Hence in a sense the locality and its needs forced both staff and students of the college to appreciate the fact that an ordinary elementary school teacher is a social worker and that any all-round training must provide for this aspect of a teacher's work.

With the more theoretical aspect of the training I can deal only briefly. Before their first school practice all students attend lectures on the social problems of Deptford. In the second year a course of lectures is given by a member of the education staff on such social problems as directly affect the school child. This course naturally falls into two sections; the first section deals with unemployment, bad housing, the difficulties of urban and rural life, the part that education should play in helping to solve these problems; the second part deals with social and school hygiene—with the aim of making the students active and intelligent helpers of the Board of Health in such work as welfare work and that of the school medical service. In connection with the lecture on Deptford practical work is required, for each student makes a "Book" of Deptford. The

content of the book varies from year to year and students may, at will, alter the chapters to suit their own tastes; but the making of the book requires that they shall all take walks in the poorer streets, visit the docks and Saturday markets, and find out what they can of the out-of-school lives of the children. In these books have been written admirable accounts of the children's street occupations, and two men students, who had made friends with a policeman, have added greatly to the common stock of knowledge. The need to write a book also urges students to take every opportunity of meeting the social workers of Deptford. Thus on half holidays one finds twenty students going with the Town Clerk to see baths, wash-houses, and the new housing scheme; another twenty visit the maternity hospital, and a very brave ten (women) go off to wash blouses and to talk with other washers in the public wash-house at Camberwell. I do not want to imply that every student spends the half-holiday in this way; what happens is that a few do, and these few go back to their hostels and talk. The result is that there is a widespread practical knowledge of the splendid struggle that the poorest people are making for their children, of the great need both for better houses and greater knowledge of the means of health and happiness. With the average young student of about eighteen, such knowledge is followed by a desire to help. It is for this reason that no consideration of economy or of time-tables induces the education staff to cut down the work on social service.

The idea of service has consequently taken deep root in the College and during the Great War it was one of the dominant ideas on the women's side. The knowledge that the men were fighting made every woman eager to help, and war work of all kinds occupied every spare moment. But the staff pointed out that many clubs, and other good causes of peace time, would die if no workers came forward. So the students realized that though they wished to do direct war work, yet the Play Centre and the Crèche at the Albany Institute had very strong claims on their time and money. The fact that with some effort we kept such work going among the students served us in good stead later, for it was on these lines that social service was followed up after the war. Although the war gave a great impetus to social work on the women's side, we had no difficulty in finding reasons for continuing it afterwards. The first cause that the students adopted was "Save the Children," and as this takes under its banner Deptford as well as Germany and play as well as food, it is as true to-day as it was two years ago that the students are saving children. Men as well as women have a Social Service Club. Both sides of the college hold the belief that if they want to act, to have a concert, to show how they can box, they should do it for some cause. The Dramatic Society, for example, invited 650 boys to see "Much Ado About Nothing"; the women students who were working at Shakespeare gave a performance of "Twelfth Night" to 650 children from the practising schools; over half the students in the College made a

Christmas present—not costing more than 6d.—for children in the Play Centre; many hostels have given parties or concerts to Deptford children, and on the last Saturday of term the roughest girls' club was given a party in the Women Students' Common Room. All these activities are initiated by students, and though one realizes that the kind of thing the students do is the kind of thing that they want to do, it is important that they feel it must be done for people less fortunate than themselves.

But the students do not only use the Deptford children as an appreciative audience for their efforts at artistic self-assertion.

The new Social Service Club on the men's side has this term organized a club for the twenty boys whom one of the staff, a member of the Deptford Council of Youth, knows through his "after-care work"; also they are now responsible for one night a week at the Deptford Play Centre. A Scout Club sends many of them to officer the Boy Scouts of Deptford, and last summer a party of them organized a boys' camp.

The women take three nights a week at the Play Centre and one night a week at the Noel Club—a club for girls organized in the poorest part of Deptford by the Y.W.C.A.

The Girl Guides help with a company of girls attached to the Demonstration School.

For such work there is no reward but the work itself; yet the pains the women students took over the party which they gave to the Noel Club showed how seriously they took this work, and their joy at the happiness and friendliness of their guests was marked. That they give money freely is typical of all young generous people and perhaps less worthy of praise; but they do give freely and generously. Far more marked is the growing tendency for everyone to seek to help others—be it by playing *Sir Toby* in "Twelfth Night," or making cocoa-nut ice to sell in the dinner hour in aid of the new lodging house for girls and women in Deptford, which has just been opened by a former member of the college staff.

Teachers in New York State.

Writing in the December number of "American Education," Mr. John W. Withers, Dean of New York University, says that in New York State there are 60,000 teachers. Their average tenure is seven years; consequently 8,000 new teachers must be enrolled annually to keep the ranks full and a further 1,500 must be found to meet the needs of the increase of population. To provide the 9,500 teachers thus required, about 10,000 high school graduates must enter the normal schools every year. Now there are but 24,000 graduates leaving the high schools annually, and of these 9,600 are destined for commercial life, and 4,400 will proceed to universities. This leaves less than the number required for teaching work, especially as those remaining do not contribute more than 60 per cent. of their number to the teaching profession. Hence the State is driven to bid for teachers from other districts. Dr. Withers makes suggestions as to the extension of the teacher's tenure, and certainly to English readers a tenure of seven years seems extremely brief. As a remedy it is proposed that married women should teach and that men teachers should be more generally employed. The latter expedient is said to be very costly, and hence the proposal to retain married women in the service, or at least to permit of their return to the service after an interval devoted to the duties of motherhood.

THE PREMIER'S SCHOOLMASTER.

In the life of many a Scottish laddie the village dominie has exercised a paramount and permanent influence, but perhaps it has seldom taken so dramatic a form as in the case of the present Prime Minister.

Fifty years ago Ramsay MacDonald—then living at Lossiemouth with his grandmother in a two-roomed "but and ben" with a thatched roof—was setting off daily for the school in the adjacent village of Drainie. The distance was considerable, and "sometimes, alas," he confesses, "we never got there at all"; the call of the open country was more powerful than the fear of the cane on the morrow. The dominie and the wideawake boy soon became conscious of a mutual attraction which developed into friendship which lasted until the teacher's death.

"Passing in review those days now that they are far past," says the Premier, "the dominie is never out of the picture. The friend with the ruddy face that never looked old up to the very last; clothed almost always in light grey clothes; of leisurely mien, with the soft voice and the wagging finger, always comes in. No memory of the school is possible without him." And if the scholar remembered the teacher, the teacher remembered the scholar, for when the dominie passed away he left as a keepsake the gold watch which the Premier constantly uses.

There can be no doubt that in Ramsay MacDonald, as in his brother Scot Robert Louis Stevenson, there is to be traced something of "the Shorter Catechist." Thoroughness was one of the dominie's strong points. "His pupils," says Mr. MacDonald, "must remember Bain's Grammar in the same way as they do the Shorter Catechism. The work done in the school was a steady, hard grind to get at the heart of things. Every bolt in our intellectual being was tightened up. One of the dominie's generalizations was, 'You must master; that is education; when you have mastered one thing you are well on the way to master all things.'"

The lad became top of his class, and then "top o' the school," but inexorable need sent him out into the fields to lift potatoes for a few pence a day. The dominie could not bear to see his favourite pupil earning a meagre living in this way when he knew well that the boy was "a lad o' pairts," with capabilities and capacities altogether out of the ordinary. So he had young Ramsay called back again to the school as a pupil teacher, took a special personal interest in his education, and even put into his head the idea of going to the university.

Finally the boy was attracted to the wonderland of science and, making his way to London at the age of nineteen, studied so hard with a view to becoming a science teacher that his health gave way. Turning to journalism and politics, he found in those fields unbounded scope for the training and practice of those "pairts" which the understanding dominie had sought to draw out at the village school at Drainie. If the teacher had not interested himself and given the boy his chance, what a different story it might have been!

GLIMPSSES FROM THE PAST—III.

EXTRACTS FROM THE LOG OF AN ELEMENTARY SCHOOL: COLLECTED AND ANNOTATED BY B.A.

[We conclude below the diary of a village school of 53 years ago.—EDITOR.]

"April 28th: Some little trouble to find out who had broken one of the steel slate pencil fasteners. Discontinued having grace said before and after dinner this week—for the first time !!!" (The exclamation marks are Jonah's own. Possibly he regarded the steel slate pencil holder incident as a "last straw," but the connection is not clear.)

"May 5th: Found out the boy who broke the pencil holder, he having tried to fasten it (*sic*) on a smaller boy in the class to which he was acting as teacher." (Possibly the "teacher" referred to under the date April 7th. Apparently the Privy Council remained in happy ignorance of both these incidents.)

"14th: Thursday last was Ascension Day. This year the school did not go to Church. Education Act 1870."

"1871. June 2nd: Introduced into the school the drill used in — school (a large school in the County town), after having visited it last week, being wished to go there (*sic*) by H.M. Inspector. Scripture lessons: 'The Passage of the Jordan,—The Garden of Gethsemane.'" (Either Jonah felt this matter deeply or these lessons were merely a coincidence.)

"9th: Several fresh scholars. Scripture lesson 'Jericho,' etc."

"28th: The Vicar told the children that those children who played in the playground must keep it clear from weeds."

"Oct 20th: Admitted several children. Scripture lesson 'Solomon,' and 'Peter in Prison.'"

"Dec. 22nd: Rec'd from the Right Hon'ble the Earl of —, K.C.B., a letter in which his Lordship was kindly pleased to say 'your efforts to obtain a certificate deserve the highest commendation.'"

"1872. Jan. 12th: The first week's schooling after Xmas. Many boys absent, it being Plough Monday. A parent sent word by her little girl that if I did not put her in a higher class, she would go in the evening to see the Vicar."

"Feb. 9th: The husband of the woman mentioned Jan. 12th called, requesting me as a favour to put his little girl into a higher class. He stated that his wife 'made him so wretched and uncomfortable when he returned home from work, and would continue to do so until he made me move the child to a higher class.' Poor man, I had almost written 'poor woman,' for they seem likely to change places."

"16th: Did not take the school to Church on Ash Wednesday." (The Act of 1870 must have mitigated Jonah's lot in some respects. If the children were restless or inattentive during the sermon, he was held responsible.)

May 13th: Jonah complains at length that the managers come into School and give out regulations without consulting him—that the Vicar approves of this—and that it weakens his authority.

"June 11th: Gave the whole school a holiday in the afternoon in order to attend the annual meeting of my Benefit Club."

"July 17th: The Vicar took the first class. Scripture lesson: 'Te Deum.' Gave the second and third classes the first two answers in the Catechism."

"July 19th: Two dinner boys accused some others of stealing their dinner. Upon investigating the case I found that the lads dropped the basket and broke the dish. This they threw in the dust hole, and to screen themselves they said their dinner had been stolen. Neither were (*sic*) at all hungry. They had walked three miles since breakfast and must have been, had they not eaten the remainder themselves—for when I provided them with bread and cheese they said they had eaten it,—but a lad on the watch saw them throw it away into a garden next the playground." (Jonah seems to enjoy unravelling "crimes" of this kind.)

"Oct. 17th: Several new scholars. A private school had been closed lately." (It would have required a genius indeed to make a "private school" a source of profit. Jonah mentions (*passim*) "Dames' Schools." One of his pupils left him "to attend a Dame's School kept by a relative.")

"Nov. 6th: A second class boy kicked me in the porch this morning—a very obstinate lad." ("Obstinate" hardly seems the most appropriate word!)

"1873. Jan. 20th: Spoke to the Vicar about having the school walls dusted. Rec'd the Code for 1872."

"24th: The whole school marched in procession with flags to — Hall, and were kindly entertained by Mr. and Mrs. — with tea, cake, Xmas tree presents and games." (Five miles there and back.)

"31st: While I was calling the afternoon register, an enraged grandmother with uplifted rod rushed into the school to punish a second class boy who had been fighting her grandson."

"Feb. 5th: The Night School had a supper in the evening."

"April 1st: The following is a copy of a letter rec'd from the Earl of — this morning,—the Noble Patron of my school: 'You deserve great credit for having worked up the school so as to earn so good a grant. I have told the Vicar that the managers should give you a gratuity out of it. I shall continue my subscription as heretofore. I shall not reduce it because the school is earning money. To certify my approbation of your zeal and exertions during the last 25 years I will send you my portrait in a frame.'"

"24th: There are strange rumours in the village that the Earl of — is missing and cannot be found. During afternoon school one of the managers called to tell me that the body of the Noble Earl had been found in the river."

"June 17th: Report rec'd from the 'Privy Council.'" (It appears that the average attendance was 97: the staff—Jonah and three "monitors" and the Government Grant £40. Later, Jonah's son, who obtained a third-class Certificate, was appointed as assistant master at 9s. weekly. The (late) Noble Earl's suggestion about a gratuity from the grant led to some trouble between Jonah and the managers. Eventually and reluctantly the managers parted with £10.)

LOCAL BIAS IN EDUCATION.

By P. M. GREENWOOD.

Without venturing to define its aim, we may take it for granted that education should serve to widen the outlook and multiply the points of contact of the individual with the world about him. It should broaden his sympathies and extend his range of intercourse.

When centres of learning were few, a journey, often of considerable length, was a necessary preliminary for the youth in search of scholarship; moreover means of transport were few. We no longer go forth in quest of education; we require it brought to our doors. Not only is the child educated in his native town, but, as generally happens, at the school nearest his home, one which has been built for the benefit of the children in that neighbourhood. His school-fellows, therefore, are the boys who live in the same or a neighbouring street. It may be said that this is the only practical arrangement—and no one will deny that it has advantages. But there is surely some loss. It can hardly be recommended as the best method of widening the range of intercourse or broadening the outlook.

Should a boy be lucky enough to pass from the elementary to the secondary school, he may have to go further afield; but in industrial and thickly populated areas all forms of education from the elementary school onwards will probably be available within easy reach of his own home.

The establishment of Universities and University Colleges in big industrial cities, like Manchester, Leeds, and Newcastle, has made it possible for a person to become a Master of Arts or a Doctor of Science, even to occupy the University chair in Geography (if such exist) without so much contact with the world outside his own town as is supplied by a day trip to Blackpool. Without suggesting that this is likely to happen, it is well to consider the narrowing tendencies of our present day educational system, if only that we may guard against them by keeping open all the doors by which variety and new experience may enter. Education should surely do something to eradicate what Matthew Arnold used to call the "provincial note." Its purpose is to act as an antidote to local prejudices and peculiarities, not to feed and accentuate them.

Some people are anxious to preserve local dialects, but one of the marks of an educated man, and one rightly prized, is his use of what is known as standard speech.

If we are to have educated persons as teachers—and surely we should have none other—their influence will of necessity tend to round off local peculiarities; it certainly cannot and ought not to impress them more sharply. Local dialect in country districts may be of interest, and not unpleasant to the ear; it may even possess beauties which are absent from standard speech; but in large industrial towns it frequently degenerates into something not easily distinguishable from vulgarity.

We can't have it both ways. A broad education will tend to bring the speech of the north and of the south into closer conformity with a recognised standard.

The local bias in education is perhaps best seen in the efforts to limit the school curriculum in order to minister to the requirements of the local industries. This appears at first sight such a common-sense plan that many professed educationists have regarded it with favour. Indeed, there is general agreement that the work of the school should have some bearing on the pupil's life in the larger world outside; but this does not mean that the education of a boy who will probably become a miner should differ in aim from that of a prospective stock-broker. The miner will have plenty of opportunity for getting to know about mines, as the stock-broker will about stocks and shares; and their school education should help to give them other points of contact with humanity and human affairs than those afforded by their daily occupation. It is bad enough to have to live one's life in a provincial industrial town, but to have the industrial and commercial environment emphasized at every opportunity from school onwards is to arrest rather than foster the growth of the spirit. It might be of value to teach the son of a Duke something about life in a coal mine; but surely we can spare this when dealing with the children of miners. One is reminded of the complaint of the soldiers during the war that whenever they went to church they were expected to sing "Onward Christian Soldiers," or "Fight the Good Fight."

It would seem then that education, instead of emphasizing the local point of view, should replace it with something wider and more far reaching. More and more in these democratic days we need the authority of a standard of taste, of manners, of behaviour which only education can give—but for this purpose it must be administered in a broad and generous fashion, not with narrow local prejudice.

We have a vast army of teachers whose purpose is, or ought to be, to act as a civilising force, and thus to render service to the nation incomparably greater than any military force can possibly exert. But its usefulness in this direction is greatly lessened while the great majority teach all their lives in the district in which they were born and bred. The advantage of a short period of training away from their ordinary environment, of which only a few avail themselves, is largely discounted by their almost inevitable return to the scenes of their childhood, and a consequent falling back with unconscious ease into the local attitude of mind from which their period of training should have rescued them.

It is frequently argued that local teachers understand local needs and are thus better fitted to deal with local children. But education, if it is to be worth anything, should bring to the child something from outside, should take him out of the narrow environment of the locality into the wider domain of mankind, should replace the stamp of Little Slumford by the finer stamp of humanity. The pupil's interest in local affairs can very well be left to take care of itself; and indeed it will be all the more intelligent and useful if to that interest is added the wider interest in his common humanity.

EDUCATION ABROAD.

EDUCATION IN OREGON, U.S.A.

NOTES BY PROFESSOR ADAMS.

DEAR MR. EDITOR,

The OSTA—by which familiar contraction you will please understand the Oregon State Teachers Association—meets at a very inconvenient time for holiday-makers. In spite of complaints, the attendance at the meetings in Portland was excellent. My audience at the two main addresses I delivered was well over two thousand in each case. In Oregon there is a particularly strong educational interest. This state has the honour of topping the list in the matter of the number of pupils who go on from school to institutions of higher learning: for forty-five per cent. of the high school pupils in Oregon go on to the University or its equivalents.

To the plain man, however, Oregon owes its educational interest to its unique attitude towards the common school. All over the States, Americans are proud of their common schools, and are enthusiastic in their support. But it has been left for the far-off north-western state to lay down a law that everybody must attend the common school. By a law passed on Nov. 7th, 1922, it was decreed that every young person in Oregon, beginning with 1926, between the ages of eight and sixteen, must attend the common school of the State. Nothing is said about private schools, but it requires no special vision to recognise that this law rings the death knell of every non-public school in the State affected. It appears that the law was the result more of an attack upon private schools than of the support of the common schools, the attack being directed mainly against the Roman Catholic Schools. Here as elsewhere the R.C. authorities will not be content with any kind of school that does not have the complete Roman Catholic atmosphere. This cannot be obtained in the public schools, so private schools are established, and the Oregon law is an attempt to bring all the children into the same educational fold.

I was surprised to find how calmly everybody in Oregon itself seems to take the drastic change, till I found that most people did not believe that the law would ever be applied. We in England do not realise that it is not enough to pass a State law. With us once a law is made it is automatically applied. But in America any law passed by a State has to run the gauntlet of the law courts before it can be sure of being applied. The favourite way of attacking a new law is to maintain that it is unconstitutional, that is to say it does not fit in with the constitution of the United States. Much ingenuity is shown by the lawyers in demonstrating that the clauses of any law they attack are contrary to the great basic principles embodied in the national constitution. So far as I can gather, everybody seems to expect that the lawyers will be too many for this new Act, and that it will be found to be unconstitutional and will never find its way into practice. It is darkly hinted that the Ku Klux Klan had something to do with the passing of the Act, and many people appear to be reconciled with the reversal of anything that has the blessing of the K.K.K.

The subjects dealt with in the distressingly numerous sections of the OSTA Conferences were all pretty much the same as we are familiar with. Everybody could find something to meet his special taste. My own personal whim led me to the art section, where the attractive subject of "The Poster as a School Problem" was treated by three ladies, each representing one of the three grades of school—Primary, Grammar, and High. American teachers certainly succeed in getting into very close touch with the ordinary social life of their time.

The social side is indeed very prominent at all their gatherings. It is quite usual to have musical items included in their general educational meetings. Indeed, there is something suggestive about the word they use instead of *item*. The popular equivalent here is *number*, which I believe derives directly from the music-hall stage. It sounds rather curious for a serious lecturer to be told that he need not be at the conference room just on time, as there are to be "two numbers" before he speaks. In England there is no such link between the music hall and the lecture room. It has to be admitted that the introduction of music hall numbers has some mitigating influence on the horrors of lecturing, though the American platform has two advantages over ours: the average public speaker is better over here than in England, and the audiences are much more patient listeners. For whatever reason, the Americans have caught the listening habit, and will put up with a torrent of public speech that would demoralise any English audience.

Americans love knowledge, especially that form that is usually described as "facts." You cannot give them too many. They acquire the habit early. Our own English children are rather formidable questioners, but they have to take second place after the insatiable interrogation points of the ordinary American child. There is a book over here—only one of many, I am told—called the "Book of Knowledge," that proves a very present help in time of interrogatory trouble to the intelligent young American parent. It claims to answer any question that the most inquisitive juvenile can propound. The other day, however, it met its Waterloo, at the lips of the five-year old daughter of a newspaper man, who was resisting the blandishments of a book-cavasser making the usual claims about its value. In the midst of the discussion the little girl enquired of her father: "What sort of noise does a lady-bug make?" "There's your chance," said the newspaper man. "Let's see what the 'Book of Knowledge' has to say on the subject." But on this important subject it was silent, so one subscriber was lost. Yet he will never be missed.

"Elementary education is a farce."—Mr. James Marley, M.P.

"I am inclined to regard the London child as the hope of the nation."—Mr. W. Pett Ridge.

The black shadow which hangs over the future of modern education is lest organization should cripple individuality.—Sir Michael Sadler.

Annual Report of the U.S. Commissioner of Education.

An interesting survey of the work of the United States Bureau of Education is contained in the report, recently published, for the year ended 30th June, 1923, of Dr. J. J. Tigert, the Commissioner of Education. The Act under which the Bureau of Education was created did not put upon the Bureau any administrative duties. The administration of education in America is vested in the respective States and localities. The main functions of the Bureau of Education are to do research work and to be informed on educational matters at home and abroad; to disseminate such information; and to promote the cause of education generally.

The organization of the Bureau consists of two departments, the first dealing with technical activities, the second with general service activities. The former may be said to inquire, the latter to make known. The Commissioner refers to the success of the "Education Week" in the United States. In addition to presidential proclamation, proclamations were issued by the governors of forty-two states. Hundreds of thousands of sermons, addresses, and speeches were made upon educational subjects; the Government broadcasting station at Anacostia was used, as well as broadcasts from newspaper offices and commercial stations. Fully one-half of the newspapers of the country supported the campaign editorially, and it is computed that nearly twenty million people were reached through the hearty co-operation of the cinema industry. "With an enlightened comprehension of what is being done and attempted by the schools," remarks the Commissioner, "we may confidently hope, through the observance of this week, to secure a large and more united and popular effort."

Lectures and addresses upon educational topics—"service in the field"—play an important part in the Bureau's activities. Twenty-five members of the staff, apart from the Commissioner, rendered an aggregate of 1,295 days of field service in forty-four different States. The Commissioner himself is largely occupied with this field service. He mentions that he travelled 55,000 miles last year and was absent from Washington on 193 days in order that he might give more than 200 addresses to audiences aggregating more than 150,000 persons.

The divisions which discharge the editorial, library, and statistical services are stated to be among the most responsible and important activities of the Bureau. The editorial division handles all circulars, leaflets, bulletins, as well as the monthly *School Life*. The library is reported to have the largest collection of purely pedagogical and educational literature in the world, with possibly one exception. *School Life* has an average monthly circulation of about 22,000; of these, 2,000 are printed for gratuitous distribution to public libraries, 12,000 are sold to subscribers, and the balance used for official purposes. During the year under review, 10,723 reports of the Commissioner were distributed, 630,032 bulletins, and 704,473 miscellaneous publications. The total number of documents distributed was 1,450,296, an increase of 390,199 over the number distributed in 1921-22.

GLEANINGS.

Dr. P. B. Ballard in "The New Examiner."

"The mode of marking at which the new examiner aims is purely objective: he tries to get a scale which will give the same score for the same paper whoever the examiner may be. The Americans call it making the examination fool-proof. A fool-proof test is one which prevents the examiner from making a fool of himself. It is generally believed that making a fool of oneself is a practice peculiar to the examinee; the examiner is supposed to be free. But this is because he was never found out. Until quite recently nobody thought of examining the examiner; but he himself has now been weighed in the balance and found wanting. His claims to reliability, to say nothing of infallibility, can no longer be maintained. And since marks that fluctuate with the caprice or the capacity of the examiner have no scientific validity, expedients have been found which take away his discretionary power and bind him down to a rigid scheme of scoring. To secure certitude in the marking, and thus not only disarm all suspicion of personal bias, but also remove the sting of injustice from an adverse verdict, is well worth attempting."

Ethics and Conduct (Mr. Bertrand Russell in "The Nation").

"It is true that the ethical opinions of the average man have altered during the last century, but they have altered as a result of machinery, not of academic theory, and they have altered so as to justify what the average man was going to do in any case. Speaking casually, our ethics are an effect of our actions, not *vice versa*; instead of practising what we preach, we find it more convenient to preach what we practise. When our practice leads us to disaster we tend to alter it, and at the same time to alter our ethics; but the alteration of our ethics is not the cause of the alteration of our practice. Experience of pain affects the behaviour of animals and infants, although they have no morals; it affects the behaviour of adult human beings in the same way, but the change is accompanied by ethical reflections which we falsely imagine to be its cause."

A Renunciation ("Isles of Illusion." Bohun Lynch.)

"I have finally and formally-renounced all interest in Psanalysis. I tried it again upon my arrival here because there chances to be a Frenchman here who is very keen. You should see him and smell him. Anyway, I have no more stomach for that particular kind of befouling of all that tends to make this wretched life bearably amusing. It may be that I am getting lazy in my old age. I seem to long now simply for simple pleasures and no questions asked; to live in pleasant charity with agreeable folk and even with disagreeable ones. So we will talk no more of Jung and go no more a-Pfistering."

The Prime Minister's daughter—the hostess at No. 10, Downing Street—is taking the Domestic Science Course at King's College for Women (Household and Social Science Department), London. As far as her new duties allow, it is understood that she will complete the course.

COMPETITIONS.

Result of January Competitions.

I. *A Programme of National Education.*

We expected an overwhelming response to the invitation to draw up a scheme of education, but we are disappointed. Possibly our readers find it—as we do ourselves—easier to criticise than to construct. The prize of TWO GUINEAS is divided equally between: MRS. M. L. ECKHARD, PIPERS PLOT, LOCKERIDGE, MARLBOROUGH, and MR. ARTHUR G. LUCAS, BRONYNANT, THE WALK, MERTHYR TYDFIL.

We print one of the winning programmes below:—

A Programme of National Education.

The programme would be subdivided into three portions, the respective sections to be brought into effect by the end of his first, third and seventh year of office; if he himself should have disappeared from the scene, he would hope that he had preached so well that his successor would feel impelled to carry on the programme.

To be achieved by the end of the first year:—

1. That education should become compulsory for all until the age of fifteen was reached.
2. That in the annual "honours lists" there should be found place for the names of teachers who had excelled, not in organisation or other activities, but in class-teaching.
3. That to the Board of Education there should be an effective advisory committee, with fullest powers for publicity, which should gather together the best educational practice of the country.

To be achieved by the end of the third year:—

1. That every teacher should be a teacher registered by the Teachers Council; with this must of course go a national system of salaries which would enable teachers to teach and not agitate.
2. That education should become compulsory for all until the age of sixteen is reached; there must be, of course, a corresponding extension of the facilities for further education in central, secondary and technical schools.
3. That every teacher of every school must attend an approved refresher course once in three years; the Board would pay.

To be achieved by the end of the seventh year:—

1. That every teacher should have received three years' academic training at a University, should have taken a University degree, and should have completed a fourth year's post-graduate training in pedagogics.
2. That every school should have a library attached to which access should be available both in and out of school hours; or That every school should be brought into intimate touch with a specially developed section of a municipal library.
3. That in every school every pupil should be regarded as a unit rather than as a member of a class, that he should be allowed to work on lines best suited to the development and expression of his own individuality, and that in every school the **maximum** number of pupils allowed to form one group be the maximum number of pupils at present permitted in a secondary school class, namely thirty-five.

A. G. LUCAS.

II. *A written copy of "The Poem I like best."*

Some excellent work was submitted, but some competitors forgot that embellishment was subordinate to penmanship.

Our First Prize of TEN SHILLINGS is divided equally between NORA HARRIS (13) and QUEENIE PRATT (14), both of Homer Street, Marylebone Road, London, W.

Our Second Prize of FIVE SHILLINGS goes to CECILIA COLLINS (14), HEATHFIELD HOUSE SCHOOL, CARDIFF.

MARCH COMPETITIONS.

I. For competitors of any age.

A Prize of Two Guineas is offered for 1,000 words or less, embodying:

An Exchange of Letters between the Secretary of the Onward Club of the Garden City of Sandalville, and a member who wishes to read a paper on his recent discovery of the True Author of Shakespeare's Plays.

The word limit includes names and addresses.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for an essay of 250 words or less on

The Best Way to spend a Half-Holiday.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of April, and the results will be published on the 1st of May.

ACROSTICS.

Double Acrostics—No. 2.

As daffodils we take them once a year,
And now the time has come I greatly fear!

1. That this will turn is surely true,
And when it has, then it will do.
2. Get fat! But when you've done it stay,
And drop that attitude straightway.
3. To get on the scent I think it is plain,
You must wholly rely on this part of the brain.
4. "Welcome to Freedom's birth-place—and a den!
Great Anti-climax, hail!"
5. It sounds like a motor! It may be, why not?
Although I believe it's a disgruntled Scot!

Solutions must be addressed to the ACROSTIC EDITOR, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

Solution of No. 1.

1, Hec; 2, Umbriel; 3, Mokaddasi or Masudi; 4, Piggion; 5, Hawk; 6, Raffle; 7, Yellow-hammer.
NOTES: 1, Hecatontome; 2, Rape of the Lock; also Satellite of Uranus; 4, As two words; 6, Two meanings.

BLUE BOOK SUMMARY.

Choice of Employment.

Circular 1322, of 29th January, begins another chapter in the history of Juvenile Choice of Employment. It is rather more than thirteen years since the Education (Choice of Employment) Act of 1910 first gave powers to the Local Education Authorities of Counties and County Boroughs to make arrangements, subject to the Board's approval, "for giving boys and girls under **seventeen years of age**, assistance with respect to the choice of suitable employment, by means of the collection and the communication of information and the furnishing of advice" (Sect. 1 (1)). The non-County Borough and Urban District Authorities were given subordinate powers under Section 1 (2). The 1918 Act substituted "eighteen years" for "seventeen years," and the 1910 Act was repealed and its sections re-enacted by the Consolidating Act of 1921.

That, however, is only the statutory background. In 1911 came a joint memorandum from the Board of Trade and the Board of Education, laying down principles of co-operation between the Board of Trade (whose functions in this respect now belong to the Ministry of Labour) and those L.E.A.s which decided to exercise the powers given by the Act of 1910. The difficulties arising called for enquiry and in 1921 Lord Chelmsford issued his report. Among its recommendations was one proposing that L.E.A.s which exercised the powers under the Act should also undertake the general administration of the Unemployment Insurance Act as regards juveniles. The recommendations of the report were adopted by the Government, but it was not till the Unemployment Act of 1923 that power to undertake the additional duties connected with Unemployment Insurance of Juveniles was conferred. Section 6 (1) of that Act now, following previous postponements, definitely limits the life of existing juvenile employment schemes to 31st March "except where duties in connection with the administration of unemployment benefit to persons under the age of eighteen are also undertaken by the Authority under an approved scheme."

Hence this circular. In itself it is a polite reminder to the County Authorities who have not yet made up their minds about it that they must decide one way or the other soon. Unless the Board hears first from them they cannot proceed to consider proposals from the "Part III" Authorities. And to facilitate the business, a form of proposal is attached which Authorities are requested to adopt where possible verbatim as their applications for approval of schemes under Section 107 of the Education Act 1921, and Section 6 (1) of the Unemployment Insurance Act of 1923. Part I of the proposed form concerns Choice of Employment, and Part II deals with Insurance, and both are plain businesslike documents. With such detailed information before them—a summary of which may be at this stage left over for a later issue of this journal—there seems no good reason why the County Authorities should longer delay. Indeed, the matter is urgent if the Part III Authorities, who would be willing to work the scheme, are to learn how they stand with their counties. There ought to be no "dog-in-the-manger-ness" about it.

Two More Circulars on Salaries.

Circular No. 1323 (7th February, 1924) lays down the principles relating to the treatment of teachers' emoluments for purposes of (i) Pension, (ii) pension contribution, and (iii) the maximum limits laid down for salaries recognisable for grant. In order that emoluments may be pensionable (emoluments include a dwelling house, coal, light, water, board and lodging, etc.) they must be claimed under the Order of September 26th, 1922, and rules for their valuation are set out. The Board will not investigate valuations, but Local Authorities and governing bodies must certify annually that these principles have been observed. Certain emoluments are non-pensionable, viz.: additional allowances for overtime part-time teaching; for supervision of boarders and profits from a boarding house. Such expenditure by governing bodies will be recognised for grant, but the Board reserves the right to disallow expenditure for "excessiveness"; no standards, however, are laid down. And in future they will not approve allowances (e.g., for a post of special responsibility) for the supervision of arrangements for boarders.

No. 1324 is a new edition of Circular 1268, dealing with Training College salaries (of June 27th, 1922), which was summarised in August of that year (p. 352, vol. 4). The most interesting alteration of the conditions therein laid down comes

in par. 2—the principles of the Secondary Schools Burnham Report will continue to be applied "on the understanding that an abatement of 5 per cent. will be made from the gross salary of each individual teacher who is receiving salary at a rate not lower than the rate provided for in the Committee's report, such abatement to be operative for the financial year beginning 1st April, 1923, and ending 31st March, 1924." This rather startling treatment, promised so late in the day, is however softened further on in par. 8, where the Board after expressing the opinion "that it would be reasonable that teachers in Training Colleges should share in the 5 per cent. abatement on salaries, which has been agreed on by other bodies of teachers" (that's their affair, though, not the Board's) say that they are prepared to consider applications from authorities who may desire to pay salaries for 1923-24 without abatement (at the end of the year "may desire" is unsuitable in mood and tense), state that the whole salary expenditure if approved may be recognised for grant! The same caveat about the "light of the financial situation" after March 31st, 1924, is added to No. 1324 as to No. 1268.

Wage Earning Children.

The Committee on Wage-Earning Children, which was formed in 1900 "to increase the efficiency and promote the reform of existing legislation for the protection of children in employment," has issued a combined report for the years 1921-22 and 1922-23. The committee in its life of twenty-three years has done much in this branch of social reform, and a perusal of these annual reports gives not only valuable evidence of the worth of voluntary efforts in the amelioration of the conditions of child life, but provides a useful commentary and summary of legislative progress from year to year. The committee rightly rejoices over the disappearance of "Half-time" in 1922, for it has taken a big share in the arduous fight for its abolition. But while it sees cause for congratulation in this matter, and in the increased control exercised by Local Authorities over the child worker, it still sees the need for continued effort for improvement. There are, for instance, a number of occupations which are not subject to the Workshops Act, the Shops Act, and the Education Act of 1921. Van boys, messenger boys, and errand boys, young persons engaged in refreshment houses of all types, lads employed in cleaning ships' boilers, and young people over fourteen taking part in theatrical entertainments—all these need legislative treatment.

Though van boys and warehouse boys have been the subject of a Departmental Committee's Report (see Cd. 6886 of 1913), and the L.C.C. in 1921 drew attention to the inadequacy of the existing law to protect errand boys and page boys; and though the cause of the boiler-scaling boy has been pressed in Parliament by Lord Henry Bentinck, nothing has yet been done to remedy the evils. So far, that is, as legislation can remedy them. But the committee has been active in the pursuit of their objects, and drafted and in 1923 promoted a Bill in Parliament (No. 164 of 1923) to protect young persons in occupations not subject to enactment. Pressure of public business has hindered progress with the Bill, but it may be confidently hoped that 1924, "the silver jubilee of the committee," will see the general acceptance of a measure designed to afford such protection to these youthful workers as is now secured for the over-worked school child by the Employment of Children Act.

Instruction in Cookery.

Form 105c U gives particulars of a fortnight's Course of Instruction in Cookery to be held at the National Society's Training College of Domestic Subjects, Berridge House, Fortune Green Road, West Hampstead, N.W.6, from July 30th to August 12th, 1924 (inclusive). The course is intended solely for those teachers who completed their training in cookery or domestic subjects in 1916, 1917, 1918, 1919, or 1920. The form gives information of allowances to be made to selected teachers. Applications from those desiring to attend the course must be on Form 106c U., and returned to the Secretary of the Board of Education before March 20th, 1924. The course will comprise: (a) Demonstrations in Cookery; (b) Lectures on Food Values, theory, and teaching principles; (c) Tutorial classes and discussions; (d) Educational visits, if time permits; (e) Individual practical work by students.

MUSIC.

NOTES ON RECORDS—III.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

SHEPHERD'S DANCE AND MORRIS DANCE FROM EDWARD GERMAN'S INCIDENTAL MUSIC TO HENRY VIII.
(COLUMBIA 2321.—SCOTS GUARDS' BAND.)

Here we have two records played by a military band. On account of its open-air performances the military band differs from the orchestra in having no stringed instruments. On the other hand it increases the number and kinds of clarinets, and adds more brass instruments, notably baritones and euphoniums.

These dances are simple in construction and are easily followed. In both we note the little tunes often interwoven with the other tune. Frequently the clarinets have the latter and the cornet the former. When harmony (a combination of two or more sounds of different pitch heard at the same time) is made by the interweaving of tunes it is often called counterpoint—*i.e.*, one tune is said to be a counterpoint to the other which it is accompanying: contrapuntal music is music made in such a manner.

Shepherd's Dance, in two time (three parts to each beat), begins with a short introduction leading (directly after the cornet is first heard) to the first section, a quiet pastoral tune. A middle section in a contrasted key, a return to the opening section and a short coda, conclude the dance.

Morris Dance, in two time, has a little introduction commencing with drum taps, followed by a phrase on the clarinets with brass softly sustaining a chord, and ending with a soft repetition of the rhythm of the opening taps. This leads to the first section—throughout which the throb of the drum rhythm may be heard—a lively tune in the minor. The second section begins more quietly and is in the major. A repetition of the first section, with its opening phrase repeated as a coda in a little scamper of excitement, completes the dance.

The Morris is an old-fashioned rustic dance of very great antiquity. It is of religious origin, and probably was connected with the sun worship of the Druids at their festival of Beltane, when priests, bards, prophets, and people marched to the top of a hill on May Day to watch the kindling of a fire by the action of the rays of the sun, and afterwards danced a solemn dance round the fire. The dance is to be found in many districts in the country, and its character, especially as danced to-day in Oxfordshire, Berkshire, and Gloucestershire, seem to support this view of its origin. Thanks to the work of Mr. Cecil Sharp many of these old folk dances are again becoming well known.

The Morris is danced by men, and the special dress includes bells on the legs and handkerchiefs for waving, with other quaint adornments.

The old mansion at Betley, Staffordshire, has a noted painted glass window (of the period of Henry VIII) showing pictures of Morris dancers.

Scott, in his "Lay of the Last Minstrel," speaks of Morris dancing:—

"Merry elves their morris pacing,
To ærial minstrelsy,

Trip it deft and merrily.
Up, and mark their nimble feet!
Up, and list their music sweet!"

(Canto 1, Stanza 15.)

And likewise Thackeray, in his "Four Georges" (George II): "great maypole meetings and morris dances."

Edward German was born at Whitchurch, in Shropshire, in the latter half of the nineteenth century, and is chiefly known as a writer of light and cheerful music.

Things we have noticed: Military band, clarinet, cornet, harmony, counterpoint, contrapuntal music, Morris dance, Edward German.

FROM "THE EDUCATIONAL TIMES"
OF SEVENTY-FIVE YEARS AGO.

March, 1849.

SIR ROBERT PEEL AND TAMWORTH SCHOOL.

"Now, if I can make the endowment of my father at the same time more conducive to the education of the poorest class, and yet give greater facilities for the education of the children of the middle class, I shall be conferring, it appears to me, very great benefit on the town. (Cheers.)

"I said, 'I have confidence in you, Mr. Mozeley; find me the best master you can. . . . I will give a very liberal salary, and offer other inducements to insure the appointment of a very first-rate master.' . . . Then, in addition to my salary, the master would be entitled, with certificates of good conduct, to receive a salary from the Privy Council . . . The first-class certificated masters have a salary of from £25 to £30. This in addition to the allowance made in respect of pupil-teachers or assistants (£10 a year for one, £16 for two, and £20 for three). . . .

"Now, a few pounds applied in the procurement of a first-rate master is really good economy. (Hear, hear.) I therefore told Mr. Mozeley that from the funds of the school I was ready, to insure a master of first-rate attainments, to give in addition to all the other advantages mentioned, a salary of £70, and an allowance of £10 for a house while no house was provided. Yesterday's post brought me a letter from Mr. Mozeley in which he states that he has found a first-rate master, from a school at Macclesfield, who has been tempted by the inducement to which I referred, of a quiet town, and a rural population. From the high testimonials I have received of him, I shall by this post intimate my acceptance of that master. (Hear, hear.) He will be in connexion with the Privy Council; there will be an annual inspection. If the sons of persons in this town are sent to the school, as I anticipate, he will have the opportunity of taking pupil teachers, and I may say he will commence his labours in the month of March." (Cheers.)—(From a report, quoted from "The Times," of a speech by Sir Robert Peel at Tamworth.)

ART.

By RUPERT LEE.

Mr. Percy Moore Turner recently gave an address at Birkbeck College and Mr. Rupert Lee offers the following reflections :

From the point of view of those whom Mr. Turner so cunningly designated as "the immature," his lecture was essentially a sane exposition (some, as appeared from the after speeches, who came to scoff stayed to pray), while to the artist it was interesting to hear so many of his æsthetic feelings put clearly into words. The lecturer began by pointing out that there was really no such thing as "Modern Art" but merely good and bad art. He did, however, allow that there was a difference in the means by which this art was produced as between modern times and those of the "old masters," that the latter were capable of sustaining their original intentions with regard to any picture for a greater length of time than the artist of modern days, and that the modern artist had been forced to seek a technique which allowed him to finish a picture before the spirit left him. There is plenty of room for speculation in this statement. It may be remembered that Whistler considered one coat as much as was possible for an oil painting, that over-painting was a crudity. Mr. Turner did not develop this idea as it was outside the scope of his lecture, and also the statement itself is convincing enough as a fact. Historically, he traced the development of painting from the time of David (the great French historical painter). He showed us first a photograph of a beautiful and simply painted portrait, and then one of David's "Roman History" subjects, painted under the nauseating influence of later French "classicism." During this period, as he pointed out, the tradition of art rested almost entirely upon certain English landscape painters, such as Crome and Constable, the latter of whom was of first importance in the revitalizing of the French school, through his influence on Delacroix.

To another English school of painting Mr. Turner made some shrewd references. "Pre-Raphaelitism," he said, "is a compromise between dilettante story-telling and an illegitimate purloining of the technique of past ages, masquerading as an expression of the life of its own time." Speaking of Cezanne he said that his work contained so much matter, so many facets and such a depth of seriousness that it was unlikely that the full effects of its influence would be felt for several decades to come: that cubism was an outcome of the pushing to its logical conclusion one of these interesting paths indicated by Cezanne, and that its practice had been instrumental in strengthening the work of many important painters of to-day. He also defined "futurism," and relieved the "immature" of their belief that it was a safe term for any and every zigzag pattern in bright acid colours. As a final example of the merits of living painters he showed us on the screen slides in which a good modern drawing appeared in juxtaposition to a drawing by an old master. The drawings so chosen were: a Claude and a Marchand, a Rembrandt and a Segonzac and two others. Those who have not seen such a test might well be astonished how well the moderns bore it, and many who sneer at the modern painter would have been hard put to it to know which was which.

MONSTERS AND HERODOTUS.

BY PETER QUENNELL.

I believe that there is a theory—it has never been proved, but for that, after all, it is no worse than any other theory—that a serious historian can analyse and weigh, with a measure of exactness, the powers of any race of men, by looking to the monsters of its imagination.

The more pleasant parts of mythological conception are put aside, for gods and fairies, the theory argues, in so far as they are gracious and unalarming, are lightly rising, lightly broken bubbles of optimism; and for significant expression the historian would go to all the forces of devilry, the lewder spirits of wine treading and harvest, still more to the solitary creatures of waste land.

It is curious that almost every pantheon has been conceived as a precarious, toppling affair—that nearly every primitive father-god has spent a large part of his time beating down, with his children, the monster forces that have risen up to swallow him. He has cleared a place of rest in the jungle of devil and gigantic earth forms, and the power of the chaotic, unshapen and hideous is continually encroaching on the seemingly regularity and beauty of his clearing. Even the Olympians themselves, as they put on their sandals to leap from the peaks of heaven, could see a Titan, chained but unbroken, writhing under the fires of every volcano; while Judra was so pressed that the curses of a single angry Rishi made him too weak to stand against his devil enemies.

It is especially in Herodotus that we seem to see the instability of Greek mythological life, as representing an Olympian order and tranquillity opposed to brute, beastly powers and presences.

"— Demons rage, swine-headed, hairy-skinned,
With bulging eyes;
Who in wild laughter gnash projecting fangs—."

Past the desolate flats of Scythia, to the north, race upon race, terrible and more terrible, the barbarians live, tribes half super-natural.

To the south, year after year, swarms of little buzzing-winged-serpents come flying into Egypt, only defeated by the unwearied cranes; towards the sources of the Nile there are the Macrobian Ethiopians, who remarked to the Persian king that he might think himself lucky that God had not put it into the minds of the Ethiopians, as yet, to desire other lands than their own.

Hellenic civilization seems puny within its ring of the monstrous and horrible.

But Herodotus enjoyed his terrors; pleasure and security seemed snatched, by stealth, from fear and horror; they were gathered, as the Indian gathered gold from the teeth of huge ant races; they were gathered as the one-eyed Arimasian snatched his treasure from the sleeping griffin.

Association of Assistant Mistresses.

On Friday evening, 14th March, at 29, Gordon Square, London, a subject conference will consider the French examination papers drawn up by the Education Sub-Committee.



THE ARIMASPIANS.

SCHOOLCRAFT.

CLASSICS BY CONTACT.

By R. S. LANG.

In the following article the writer suggests that the classics should be treated as literature, not as sources of grammatical examples, or as material for translation and composition exercises.

It might be unfair to say that recently we have been far too much concerned with the educand and not enough with the medium of education. "Learning by doing," once so popular a phrase, certainly laid its emphasis on the agent rather than the activity, and led to the advice given to a beginner at teaching "Give them something to do, and all will be well." But the new phrase "learning by contact" seems to redress the balance. "Contact" at any rate suggests to us a partnership in which the educand is not alone, and for a picture of an agent bustling alone substitutes one of a pupil in the presence of others.

The phrase first became prominent in a dissertation which sought to justify the position of the classics in education by indicating the first-hand knowledge or the direct contact with the permanent truths of life which they gave to the seeker. And it is particularly in the classics that this change of attitude is most to be desired. For "contact" in the classical world must mean contact with Virgil, Horace, Lucretius, Catullus and Cicero, etc., not with any grammarian, however popular or poetical. To how few has the legacy of the classics been anything save a few gender or syntax rhymes, numerals or principal parts, with a confused memory of a certain Balbus building a wall!

The days when the object of education was to produce a classical scholar are departing: if we are to believe an Oxford tutor they have vanished already. The classics must now address themselves to the average citizens who will not turn to them when he leaves school, and who will never become a "scholar." This function of the classics has been recognised by the Government committee which enquired into the position of classics in education; in their report they drew attention to the influence—and increasing influence—of the secondary schools in the national scheme of education, and asserted that the importance of the attitude of such schools and their authorities towards the classics is paramount. The position of the classics in such schools is admittedly restricted and precarious. It is therefore all the more important to ensure that the classical learning imparted is that which most merits imparting, is most effective in its influence, and most permanent in its results.

It is not sufficient to seek the justification for the classics in their difficulty—their affording a rigorous mental exercise which is presumed to increase thinking power and general mental ability. Nor does it help to regard the classics as media of linguistic training, of imparting skill in the manipulation of classical words whether that be regarded as its own justification or as a means to acquiring equal facility in the use of English words. But it is only on these assumptions that it seems possible to explain the style of examination that is now set; and it is unnecessary to state that the examination determines the mode of teaching.

It is perhaps the linguistic value of classical teaching

which most finds favour. Most if not all suggested schemes of study depend on the assumption that it is a knowledge of the *language* that is required: some even indicate the number of words (about 500) that should be mastered in a year.

In a sense, of course, "contact" is being established even by the usual methods of teaching—but it is a contact with words,—not with the classics, not with Virgil, Horace, Lucretius, or Cicero. Those master minds of antiquity remain but shadowy personages from whom "scenars" are chosen.

Even closer "contact" is gained by the direct method of teaching: the contact between the pupil and Latin is so extensive that English is almost entirely excluded—but it is contact with *Latin* not with the Latin authors. Pupils are said to be taught to "think" in Latin: but the power to think in Latin is surely of little value, if that power is not exercised—and how many of the pupils whose needs we are considering will ever have the time or the inclination to make use of this power? It is not sought for them that they should think their own thoughts in Greek or Latin—but rather think the thoughts of Virgil (*e.g.*) in Virgil's language, and incorporate them into their very being. The *content* of such a pupil's thought is surely far more important than its vehicle?

If we may seek an analogy from modern languages we may point to the disdain with which what is known as "waiter's French" is condemned as having no educational value. May not the smattering that the average boy receives of the classics be fairly considered "waiter's classics?"

Perhaps we may be permitted further to illustrate our point from the other arts—let us take music. What should we think of a scheme of training which gave to the pupil a knowledge of the instruments, power to distinguish the various notes, etc., yet did not introduce him to the greater compositions, especially if, as with the classics, such compositions were in after life ever to be beyond his reach?

"Contact," as we have indicated above, implies a meeting—a meeting (in this context) between a pupil and (let us say) Virgil. It is a particularly consoling thought in these democratic days that such a meeting is, theoretically, at any rate, within the reach of all, irrespective of rank, wealth, or position. If Virgil were living and a boy could actually meet him, what would we have him do? Should we send him primed with questions as to the uses of the subjunctive mood, or the oblique cases of the nouns in the *Æneid*? Or should we provide a competent guide who could interpret the boy's needs, and the poet's message? The question has but to be put.

A similar procedure is surely not less desirable than it is practicable when we are dealing with the text of Virgil. Is not the schoolmaster the analogue of the guide? If Virgil be opened at any page, passages will be found

which are beyond the powers of the average boy to understand unaided, but which, under the guide's interpretation, will present pictures and convey messages that will live as joys for ever. Life will acquire a deeper meaning for that pupil, who will have travelled in "realms of gold."

It is only in matters educational that we maintain that it is better to "work one's passage" to Italy, even if one proceeds no farther than Dover, than to take an aeroplane and seek the goal of one's journey.

After all, this plea is merely for the treatment of the classical authors as we treat Shakespeare, Milton, etc.—for their views on life, their influence on character, not for their grammatical problems or to secure the power to write as they wrote. When the linguistic problems are removed from Virgil, his message is no more beyond our pupils than the messages of Shakespeare or Milton, no more incomprehensible to them than they were to the Roman boys to whom Virgil, Horace, etc., were text-books. Constantly we hear urged the necessity for establishing a "unity" in education, or perhaps, we should say, in the pupil's mind. What better means can be found than the indication of how the men of genius of whatever age or race have faced and solved the problems of life?

Boys so taught may not acquire the graces of scholarship, but they may in great measure share its joys. It is difficult to make a choice of a passage for illustration. To avoid obtruding personal tastes let us consider the passage so much admired by Macaulay:

Ecl. viii, 36.

Saepibus in nostris parvam te roscida mala
(Dux ego vester eram) vidi cum matre legentem.
Alter ab undecimo tum me iam acceperat annus.
Iam fragiles poteram a terra contingere ramos:
Ut vidi, ut perii, ut me malus abstulit error!

Not many average boys of a secondary school would translate correctly that passage. Yet it is well within the compass of all under a sympathetic guide. Enjoyment and appreciation of it do not depend on a knowledge of the gender and declension of the nouns, or the principal parts of the verbs, or of the fact that "ut" has several quite different uses. But the careful teacher with eyes on an examination will not forget the last fact.

Yet after an initial reading by the "guide" who would explain the meanings of the different words, and one or more re-readings by the pupil until he knows it thoroughly even to the extent of knowing it by heart, it would convey to him clearly the whole picture, and might convey the effect that Virgil himself intended.

It is, perhaps, unnecessary further to illustrate this point; any page of any author will provide many an example. But we may regard the whole question from a slightly different angle; whether it be true or false that Simpson's edition of Catullus is in itself a liberal education, it cannot be gainsaid that the introduction of a pupil to what great scholars have thought and said of the classical writers provides mental exercise and a widening of outlook destined to be of permanent value. Anyone who has discussed with a form of boys the various theories concerning the Fourth Eclogue will readily assent, and wish that the exigencies of the timetable permitted of similar (as some might term them) digressions.

That this method of treating the classics will result in increased pleasure both for teacher and taught will readily be granted. It may be asserted, however, that we are pleading for "soft pedagogics."

It is doubtful, however, if the present method can be considered "difficult pedagogics." The clever boy no doubt expends considerable intellectual activity in his work, but the average boy soon learns to avoid what is too difficult for him by seeking surreptitious aid, by shirking difficulties altogether, or by making a ready attempt at translation or construe, which is almost invariably wrong.

But difficulties will by no means be wanting even when linguistic difficulties are removed—as teachers in English subjects will readily admit. In any event the abiding results of such a course will have far more value than the recollection of syntax rules, however thoroughly mastered, or verbal equivalents, however deft.

It may be objected, on the other hand, that all these benefits can be obtained by ignoring the text entirely and having recourse only to translations. The answer, of course, is that this is simply not true, any more than the reproduction of the voice on the gramophone is the same as the human voice, a newspaper reproduction of a masterpiece the same as the masterpiece, or a simplified Shakespeare the same as Shakespeare. Translations by Mr. X. are at best what Mr. X. thinks Virgil to be, and while Mr. X. changes from generation to generation, Virgil remains unchanging.

It is unnecessary to illustrate this point. Countless phrases from any author will suggest themselves which can be felt or explained but which defy translation. The truth seems to be expressed for all time in the classic phrase.

Is it not a desirable aim that our pupils should understand and imbibe these truths and yet remember them in the language in which they are expressed for all time? It certainly seems preferable to the present system, which appears to aim merely at the evolving of power to read the classics—a power that with the average pupil falls into disuse as soon as it is acquired.

It may be noted, too, that under this method the incidental advantages sometimes claimed for classical education—the meeting of the originals of words now adopted into our own language—would still be retained. The able boys would discover them unaided, the others would have them indicated to them. Nor would they be the less appreciated if the "guide" pointed them out, before the pupil had spent useless minutes in turning the pages of the dictionary.

The necessity for such a plea as this is the realization of the brevity of school life, especially of that portion of it which can be devoted, particularly in secondary schools, to the classics. A choice of books is usually a difficult problem, but the difficulty vanishes when we have to choose between any of the great authors and Mr. A.'s grammar or Mr. B.'s guide to Latin composition. At present there can be little doubt which is the more important from the point of view of the existing examinations. Until the style and spirit of examinations are altered, no change in classical teaching can be expected, and the classics, in secondary schools at any rate, cannot hope to extend their sphere, to exert their due influence, or to be appreciated and known as they surely deserve.

WORK AND GOVERNMENT—II.

By ROBERT JONES, D.Sc.

The following is the second instalment of a series of outline notes of lessons on Work and Government designed for pupils of 14—15 years of age. The series will be completed in following issues.

B. POINTS OF THE CHARGE.

The craftsman has lost: (1) contact with the consumer; (2) knowledge of the demand; (3) knowledge and control of the market; (4) possession of raw material; (5) possession of tools; (6) power of making the whole article.

Specialisation has also been at work beyond the craftsman. Above him are foremen, who are like him in all these points, and hired for wages. Above the foremen, a salaried manager, appointed by an owner, or the board of a company. The owner or company owns or rents the buildings and the machines, buys raw material (through the manager or a buyer) and in the same way markets the produce. The final owners may be shareholders, a bank, or a financial group.

The system was made possible by the growth of large markets. Those became possible through improved transit. Until the invention of the locomotive and the steam-engine, goods could only be carried (1) by sailing-ships—the cheapest method, and for long distances the fastest—say five to ten miles an hour; (2) on the backs of horses, camels or men; (3) in the few places where good roads had been made, by wheeled vehicles. Note that for long distances, (2) and (3) mean “at a walking pace.” From the Pyramids to the French Revolution (about B.C. 3,000 to A.D. 1789) the speed of travel scarcely changes.

The system also needs some security; the use of money; paper agreements; banks; co-operative use of small savings (companies); a supply of workers who can be hired for wages.

C. PERFECTING THE SYSTEM, 1760—

- (1) The new facts.
- (2) Ideas and theories.

(1) The new facts were those mentioned in A4 and in B, above. They develop first in England, and spread rapidly in Europe and America.

(2) The ideas and theories stirred up by the new facts, by the development of the capitalist system, are these:

- (i) Free Trade. All taxes on commerce, trade, and industry are stupid and harmful. In the long run, they do not even pay the State that gets the taxes.
- (ii) The world in general gains by the division of labour.

These [(i) and (ii)] are the main ideas of Adam Smith's famous book, “The Wealth of Nations.”

- (iii) Ideas about the connection between work and government.
 - (a) Government should protect life and property: no more.
 - (b) It is wrong for a government to undertake any kind of business. When it did so, it was always stupid and wasteful.
 - (c) “Laissez Faire.” The right thing for all people engaged in industry and commerce to say to governments was: “Let us alone.”

- (d) The great, and almost the only reason why men work and invent and produce goods is their desire for money: the incentive of gain.
- (e) Business is business. If everyone seeks his own profit, that will be the best way of securing the general profit of all. Enlightened selfishness is what we need.
- (f) Let prices look after themselves. Competition will always bring them down to the lowest possible point. Monopolies are bad, especially government monopolies; but with free competition, monopolies cannot get established.
- (g) Competition will also keep profits, interest, and wages at the lowest level, in spite of the attempts of such bodies as trade unions, for example.

Upon these ideas was built the Liberal Party, in politics, of the 19th Century. Its chief idea and watchword was liberty, freedom: free trade, free labour, free press, free speech.

None of the ideas was absolutely new. The most striking new thing in the ideas of the time was not so much that people thought that most men worked for profit; it was rather the new teaching that men OUGHT to work for profit. It came to be looked upon as a duty, almost a kind of religion, that everyone should consider his own interest. Men who looked after their own interest particularly well and successfully were regarded with greater respect than ever before.

<i>Craftsmen Market.</i>	<i>Domestic</i>	<i>Machine and Factory</i>
Small, known to producer.	Larger; Not known.	Very large; Not known.
<i>Raw material.</i> Owned.	Not owned.	Not owned.
<i>Tools.</i> Owned.	Owned.	Not owned.
<i>Workshop.</i> At or near home	At home.	Not at home.
<i>Time of work.</i> Fixed by self.	Fixed by self.	Not fixed by self.
<i>Article made.</i> Whole article.	One process (e.g., spinning)	Part of process. Machine-tending.

Mr. Charles Mackinnon Douglas, C.B., who died at Auchloch, Lesmahagow, at the age of fifty-eight, was for seven years lecturer in moral philosophy at Edinburgh University, and was the author of “Studies in the Philosophy of John Stuart Mill.” From 1899 to 1906 he was Liberal member for North-West Lanarkshire.

STORIES FROM OVID.

PYGMALION AND THE IMAGE.

(Metamorphoses 10, 247-289.)

The story of Pygmalion, like that of Pyramus, is probably eastern in origin. Pygmalion, disgusted with the wickedness of women, resolves to live unmarried, and makes for himself an ivory image.

Ivory he takes, and thence with happy art
Carves forth a figure, perfect in each part,
More fair than woman; and his skill to prove
With the white image falls himself in love.
Art conceals art; she seems a living maid,
Alert and ready, were she not afraid
To vex her maker, who by love inspired
Is for the sculptured shape with passion fired.
Often he lifts his hands the work to try
If it be breathing: flesh or ivory;
Nor will confess its lips still cold remain
To all his kisses, nor can kiss again.
He speaks soft words, and clasps it to his arm,
Fearing the while lest he should do it harm,
And fondles every limb with loving embrace warm.

Soon he brings presents, such as girls delight;
Pebbles, and rounded shells, and nose-gays bright,
A bird, a lily, or a painted ball,
Or amber tears that from the poplars fall.
Draped in soft robes, with rings upon its hands
And necklets round its neck, the statue stands.
With chains and pearls adorned it seems most fair,
But yet more comely when with body bare
It lies upon a couch all purple spread,
And on soft pillows rests its shapely head,
Called by Pygmalion bride and consort of his bed.

Now Venus' feast had come; and to her shrine
All Cyprus thronged. The sacrificial kine
With gilded horns before the altar fell,
Where incense breathed on high its magic spell,
And as he threw his offering on the fire
Pygmalion voiced his inmost heart's desire—
"If ye, O gods, can give all things, I pray,
"Give me as wife"—he did not dare to say
"My ivory maid," he only whispered low,
"One like my ivory maid on me bestow."
But golden Venus—for herself was there—
Knew what he meant, and smiling at his prayer
As omen of her favour made the flame
Leap thrice in air. Pygmalion homeward came
And sought the image'd shape in semblance yet the same.

But when he bent and kissed her—lo! her breast
Seems warm beneath the fingers that caressed
Its ivory smoothness and his touch obeys
Like wax that softens in the sun's hot rays
Or useful grows by use beneath your hand
And takes whatever shape you may command.
Now is she living flesh: the veins pulse fast
And on real lips his lips are pressed at last.
The lover thrills with joy, and doubt and fear
Testing his hopes upon the image dear
And sees a rosy blush upon her cheeks appear.

F. A. WRIGHT.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Religion in the Schools.

Towards the close of the spring session of the Church Assembly there was a long discussion on "Religion in the Schools." The speeches revealed the unaltered attitude of leading churchmen to this vexed question. The terms they insist on as the price of the abolition of dual control include, as one speaker put it, "the right to follow into the Council schools all children who belong to us by baptism." Lord Hugh Cecil spoke to the same effect, but expressed himself less bluntly. He said, "We have to be concerned with all the children in the country, and to maintain the right of the parent to decide the character of the religious training of his children." The Archbishop of Canterbury was hopeful of ultimate success. He said they were moving further forward in the direction of getting their policy understood and must keep on "pegging away."

It appears the breakdown of their recent conferences with Nonconformists has not disillusioned them. They still think it possible to solve the problem by establishing a "Right of Entry" into Council schools and so to secure *denominational* religious instruction in every primary school in the country. These enthusiasts always forget, or ignore, the fact that the overwhelming majority of people who use the Council schools for their own children are quite satisfied with the religious instruction given in them. Moreover it is strange that while insisting that "definite" religious instruction shall be given these good people are unable to agree even among themselves which of the many "definite" but different teachings so openly flaunted by highly placed leaders of the Church and so bewilderingly distressing to religious laymen, is to be adopted as the "definite" instruction given in the schools. But even should agreement on this point be reached the theologians will not have won the long-drawn-out battle. There are the teachers to satisfy, and this will be even more difficult than agreement on "definite" instruction. The N.U.T. will oppose "Right of Entry" to the last.

A Notable Decision.

The success achieved by the N.U.T. in defending its members against the unwarrantable action of the Sheffield Education Authority should go far to confirm teachers in their allegiance to a Union so well able to defend its members. The Sheffield Authority, under the guise of "Educational Grounds," gave notice of dismissal to certain of its teachers over sixty years of age—the real reason was a desire to save money by employing younger teachers in their place. The teachers—helped throughout by their Union—sought the protection of the courts and obtained it. The Judge held that the Authority were acting *ultra vires* and decided the notices of dismissal were invalid.

What Unity can do.

The Lowestoft case is an instance of what solidarity and the backing of a powerful Union can achieve for its members. There, 165 teachers who were dismissed last March have been kept in the town by the N.U.T. until now, and, as these notes are being written, there is every prospect that each will be reinstated on terms insisted on by the N.U.T. from the first. The terms have already been agreed by a negotiating committee and signed by Sir James Yoxall and the Mayor of the town. At the moment, however, the Education Committee has rejected the terms, but they are to be presented to the Town Council itself for approval—the Lowestoft Education Committee, overawed by its chairman, whose only object appears to be to smash the N.U.T., is past praying for. It has become the laughing-stock of England. The Town Council should make short shrift of its insane action in rejecting terms agreed to by its own chosen negotiators and signed by the Mayor himself.

London School of Economics.

A Scholarship examination will be held under the auspices of the London Intercollegiate Scholarships Board on Monday, 28th April, and following days, when two Scholarships (value £40 each) and several Bursaries will be offered for competition. Full particulars can be obtained from Mr. S. C. Ranner, Secretary to the Board, the Medical School, King's College Hospital, Denmark Hill, S.E.5. (N.B.—This announcement cancels all previous Scholarship notices, and in particular that made in the current issue of the School Calendar, p. 213.)

ASSOCIATION NEWS.

The Teachers Council.

At the meeting of the Council on Friday, 15th February, it was decided that the fee for admission to the Official List of Associate Teachers should be reduced from ten shillings to five shillings as from the end of March. Since the fee paid for admission to this list is deducted from the fee for full registration this change will not involve any hardship to those who have been admitted at the higher fee, since they will be credited with the higher amount. It is hoped that the change will facilitate the efforts which are being made by the Training College authorities to ensure that all teachers in training are admitted to the Associate List. The question of professional conduct is still under consideration, and a statement will be issued before the end of the summer. The triennial period of the present Council ends on 30th June, and appointing bodies will presently be invited to submit nominations for the period 1924-1927.

National Union of Welsh Societies.

Most of the Welsh Authorities are considering the position of the Welsh language in the schools as a result of the circulars issued by the National Union of Welsh Societies. It is felt that in many of the villages the important historical traditions will be lost unless they are given a place in the school work. In the Cardigan district every teacher speaks Welsh and thirty-four have been trained to teach it. Welsh speaking, or willingness to learn the language, is now apparently to be a condition of appointment.

Société Nationale des Professeurs de Française en Angleterre.

At the Mansion House prizes and certificates in connection with the annual college and school examinations organised by this society were distributed by the Lord Mayor and the Lady Mayoress. The French Ambassador, who "presented" the society, said the fact that teachers of French were good Frenchmen did not prevent their being very warm friends of England. At the conclusion of the ceremony the Ambassador presented Professor Rudler, President of the Society and Professor of French at Oxford University, with the Cross of the Legion of Honour.

Students Representative Councils.

In welcoming the delegates to the annual conference of these Councils at Edinburgh early last month, Principal Sir Alfred Ewing said that in Edinburgh they were proud to claim the invention of the idea of the S.R.C., an idea that had been copied in many other universities beyond the limits of Scotland. A resolution was passed by eighteen votes to two asking that the university courts should impose upon all students an annual levy for the maintenance of student activities, including athletics. Other subjects discussed were a summer camp where destitute German students should be entertained as guests, the triennial publication of an anthology of Scottish university verses, and propaganda in the schools for the purpose of interesting pupils intended for the universities in students' societies.

Child Study Society, London.

Spring fixtures (at the Royal Sanitary Institute, 90, Buckingham Palace Road, London, S.W.) include lectures by Dr. P. B. Ballard on "The New Examiner" (6th March); by M. Emile Cammaerts on "Education in England and Belgium compared" (20th March); and by Dr. John E. Borland on "Music in the Schools" (10th April). The lectures are at 6 p.m.

Institute of Handicraft Teachers.

An interesting vacation course of study at Oxford has been arranged to take place from 17th to 24th April. The preliminary programme informs us that the list of "possible lecturers" includes A. S. Bright, Esq., H.M.I. ("Great Craftsmen and their Work"); Hugh Davies, Esq., H.M.I. ("Old Welsh Furniture"); L. S. Wood, Esq., H.M.I. ("Cotswolds Crafts and Industries"); W. Forbes, Esq., H.M.I. ("Woodwork and Glass in Merton College"); and many others who have special knowledge of various crafts.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

University Information.

A permanent International Office for University Information has been set up at Geneva by the League of Nations Committee on Intellectual Co-operation. The scientific and technical direction of the new office has been entrusted to a small temporary committee, composed of M. de Reynold, Dean of the Faculty of Philosophy at Berne University (President); Mr. A. Coleman, Professor of Chicago University and Director of the American University Union in Europe; M. de Halecki, Professor of Warsaw University; and M. Luchaire, Chief Inspector of Education in France. At its first meeting just held in Geneva, the Committee considered the question of publishing a quarterly Bulletin, giving information on all international aspects of university life, and it also discussed its association with national universities and international students' unions.

London University Site.

It is stated that counsel's opinion has been taken as to whether there is any contractual obligation on the part of the University to take "the land behind the British Museum," and that this opinion is in the negative. The question as to whether the University is not entitled to take over additional accommodation at the Imperial Institute has been raised, and it is urged that Treasury minutes indicate that it has always been contemplated by the Government that the University should have a prior claim upon any accommodation at South Kensington which is not required by the Imperial Institute.

The Crosby Hall Fund.

Chelsea has raised the £1,000 which it undertook to contribute to the fund for the proposed International Hall of Residence and Club House for University Women at Crosby Hall. This £1,000, which involves the gift of another £1,000 from the directors of the University and City Association, was completed by a reading of "The Devil's Disciple" by the Kensington Shakespeare Society. About half the £30,000 required is now in sight.

Fellowships at Michigan University.

Miss Marjorie Lindsey, of Manchester University, is the second British student to go to Michigan University on a "Riggs" Fellowship, the first being Mr. Reginald Ivan Lovell, of the University of London. Miss Frances E. Riggs, of Detroit, has founded these two fellowships through the English-Speaking Union; each is tenable for a year.

Oxford and the Government Grant.

Convocation has carried *nem. con.* the decrees allocating from the Government grant £4,000 to the Bodleian Library, £1,000 to the Ashmolean Museum, £2,000 to the University Extension Delegates, and £1,000 to the new body of Delegates for Extramural Studies.

France and the Rhineland.

At the Oxford Union the voting on the motion "That this House approves of the support given by France to the Separatists in the Rhineland" was: For, 36; against, 143.

"Geometry and Curtains."

The O.U.D.S. production of "Hamlet" has been much discussed. The scenery was described as simple: "Geometry and curtains."

Cambridge and Lawn Tennis.

An appeal is being made for £1,500 for the Cambridge University Lawn Tennis Club, and the purchase of the Fenners Courts from the Cricket and Athletic Clubs is proposed.

Bolton School.

The annual dinner of Old Boltonians this year celebrated the 400th anniversary of the school, the exact original site of which the president (Mr. J. Herbert Cunliffe, K.C., M.P.) commended the antiquarians to discover. The names of the founder (William Haighe, of Wigan) and seventeenth century benefactor (Robert Lever) were honoured. Lord Leverhulme's intention to make the school one at which "everyone with brains in Bolton should find an ever open door" was referred to by Mr. J. H. Hall, Chairman of the Governors. Mr. W. G. Lipscomb, M.A., said he had been headmaster for a twentieth of the school's life and spoke of the long association of the school with Emmanuel College, Cambridge, of which the present bursar was an old boy of the school, while another old boy was now an exhibitor of the College.

PERSONAL NOTES.

Sir Robert Blair.

On 8th March the Education Officer, Sir Robert Blair, M.A., B.Sc., LL.D., retires from the service of the London County Council under the age-limit, and at a meeting on 13th February the Education Committee placed on record their deep appreciation of the untiring zeal and devotion which, during the past twenty years, he has shown in the cause of London education. Sir Robert Blair entered the Council's service on 14th June, 1904, shortly after the Council had assumed responsibility for London education under the Education Acts of 1902 and 1903, and threw himself whole-heartedly into carrying out the statutory duty of promoting and co-ordinating all forms of education within the area; it is, in the opinion of the committee, due in no small measure to his initiative, driving force and administrative capacity that London's educational system has attained its present position, combining unity in the service with freedom in the schools. They mentioned the comprehensive scheme for the reduction of classes, inauguration of children's care and after-care committees (including the medical treatment scheme), extension of the Scholarship scheme, establishment of central and development of secondary schools, reorganisation and co-ordination of technical and evening education, and proposals for carrying out the provisions of the Education Act, 1918. The committee pointed out that in recognition of his services to education, in January, 1914, the honour of knighthood was conferred upon him; in July, 1915, he was awarded the Hon. LL.D. degree of Edinburgh University; in February, 1919, he received the Belgian distinction of *Officier de l'Ordre de la Couronne*; and in March, 1919, he was invited by the Ministry of Labour to act as divisional director of industrial training for the London area. On many occasions he has been asked to give evidence before Royal Commissions and Departmental Committees, and for the past four years he has continuously represented the Council on the Standing Joint (Burnham) Committees on Teachers' Salaries. The committee feel that the education officer has deserved well of the citizens of London by his unremitting labours on their behalf. In a recommendation to the Council they referred especially to his high sense of duty, inexhaustible energy, and commanding administrative ability; and expressed the hope that he might be spared to enjoy many years of well-earned rest and leisure.

Sir Alfred T. Davies.

The service of Sir Alfred T. Davies, who was to have retired on the 31st March from the offices of Permanent Secretary to the Welsh Department of the Board of Education and Chief Inspector of Education for Wales, has been extended, and he will accordingly continue to hold these posts.

Mr. J. B. McEwen.

Mr. J. B. McEwen, M.A., F.R.A.M., who has been unanimously chosen to succeed Sir Alexander C. Mackenzie (who is resigning after thirty-six years) as Principal of the Royal Academy of Music, was a student at the Academy thirty years ago, and with the exception of five years at Glasgow has been associated with it as Professor of Harmony and Composition ever since. He is a native of Hawick.

Mr. J. L. Paton.

The approaching retirement of Mr. J. L. Paton, M.A., High Master of Manchester Grammar School is announced. We understand that Mr. Paton is of the opinion that in view of the removal of the school to the country his successor should have the advantage of seeing the move carried through before beginning work under the new conditions.

Obituary.

Canon Mark James Barrington Ward, D.D., who died last month at Duloe Rectory, Cornwall, in his 81st year, graduated at Oxford in 1869, with a first-class in the School of Natural Science, taking also the degree of B.C.L. He was a master at Clifton from 1869 to 1872 (when Dr. John Perceval was its first Headmaster) and then, entering as a student at the Middle Temple, he was appointed an inspector of schools; he held this post until 1907, when he was ordained by the Bishop of Worcester.

We also regret to announce the death of Mr. Charles Douglas Chambers, for over twenty years Lecturer in Greek and Reader in Classics at Birmingham University, at the age of fifty-seven.

NEWS ITEMS.

The Burnham Agreement.

At a joint meeting of the three Burnham Committees held at the Board of Education on Thursday, 31st January, an offer was made by the representatives of the teachers of a 5 per cent. abatement (from the gross salary of each individual teacher who is being paid by a L.E.A. in accordance with the allocated standard scale, or in accordance with the terms of the Committees' Reports on Scales for Teachers in Secondary, Technical, etc., Schools) for the year 1924-5. This offer was accepted with thanks by the representatives of the Local Education Authorities. It was further agreed to submit to the new President of the Board of Education enquiries as to the policy of the Board as now constituted with regard to the future work of the Burnham Committees and to invite the President to meet the three committees and address them on the questions thus raised. The committees would then consider further the date on which the construction of salary scales for the period 1925-6 and onwards should be proceeded with.

Education and the Press.

A certain section of the Press, said Mr. J. Lockwood, the new President of the Huddersfield District Teachers' Association, was continually hurling the cost of education at their heads. It could, if it would, help to secure a regular supply of efficient teachers, the elimination of unqualified teachers, the disappearance of unemployment and "blind alley" occupations among children, and an increase of maintenance scholarships.

Ill-nourished School Children.

On a report of their School Medical Officer, the Kent Education Committee has a proposal in hand for a weekly malnutrition clinic where the mothers would attend, not to hear lectures, but to discuss the condition of the children and the means of improvement.

Guardianship of Children.

If the Bill which the Six Point Group is promoting this Session is passed the mother, equally with the father, will be responsible for the custody, maintenance and education of the children.

A Fine Arts Commission.

The British Confederation of Arts, while welcoming the setting up of a Fine Arts Commission to advise the Government and other public bodies and to "form the taste of the nation," points out that nothing is said of the arts in their educational aspect, and that schools and colleges have an obvious influence on public taste.

To help the London Hospitals.

Those of us who were able to attend the series of lectures and counter lectures at the London School of Economics a year ago spent several hours of keen enjoyment in listening to the clash of wits, besides having the satisfaction of helping King Edward's Hospital Fund for London. This year a fresh series has been arranged, and considerable interest centres round the question to be debated on March 18th: "Is the young woman of the day any worse than she ever was?" by Lady Frances Balfour and Miss Viola Tree, with the Rev. H. R. L. Sheppard in the chair.

A Bequest for Education.

Mr. William Prescott, of Moss Delph Lane, Aughton, Manchester, head of Messrs. Prescott and Co., cotton brokers, Liverpool, bequeathed £20,000 to Liverpool University for a Chair of Agriculture or of some cognate subject.

Some Appointments.

Mr. C. P. Trevelyan, M.P., President of the Board of Education, has appointed Mr. E. G. Howarth Principal Private Secretary and Mr. L. G. Duke Assistant Private Secretary, and Dr. Somerville Hastings, M.P., and Miss Susan Lawrence, M.P., to be his Parliamentary Private Secretaries (unpaid). Mr. Morgan Jones, M.P., Parliamentary Secretary to the Board of Education, has appointed Mr. E. D. Marris to be his Private Secretary.

Heredity.

"One of the finest scholars I have met was a collier's son. I tried to persuade his father to give him an extended education. What do you think was the reply? It was 'Nawe, we've aw' bin colliers and he'll 'a to be one too.'"—From an interview in the *Bolton Guardian* with Mr. Frank Smith, who has retired after some fifty years' work teaching in Bolton schools.

LETTERS TO THE EDITOR.

Education in Holland.

Sir,—In reference to the article on this subject in your January number, there are three sorts of secondary schools: (a) the gymnasium, where Latin and Greek are taught, the course in which takes six years; (b) the commercial schools, only a few in the big towns; (c) the most largely attended: the H.B.S. (Hoogere Burger Schools), which have a course of five years.

There are H.B. schools which have a three years course, but there are not so many of these as of the others, and the number is not increasing. These are mostly attended by children who will try afterwards to enter offices or to obtain similar positions. There are H.B. schools for girls only, which have not quite the same programme—more modern languages and not so much mathematics—the diploma is not of so high a value.

When a child has passed through any one of these schools he has to pass a school leaving examination if he wishes to obtain a diploma which will enable him to enter the university. Only the diploma obtained by passing the examination of the gymnasium allows the boy or girl to go to the university if intending to study for a degree in which Latin and Greek are necessary.

If students with an H.B. diploma wish to study for law or divinity, etc., they must pass an additional examination in Latin or Greek.

Universities are the "Hooge Scholen" in Leiden, Utrecht, Amsterdam, and Groningen. All our universities have the same chairs, but in Groningen and Amsterdam there are also chairs for modern languages.

It is only during the last few years that opportunity has been afforded of obtaining a degree in modern languages. In Delft is the Technische Hoogeschool, which gives opportunity for the study of engineering. We do not call Delft a university, but there is now not much difference between Delft and the universities (I believe since 1905).

The universities (including Delft) and the secondary schools mentioned above are all State or Municipal institutions. On entering the secondary school the decision has to be made whether the child is to have a classical or non-classical education. There are people who think this too soon to decide whether a boy or girl is better in mathematics or languages after the little they have learnt in the elementary school. Some private schools are therefore started at which all the children have the same education during the first two years. Afterwards there are two divisions, parallel with the H.B.S. and gymnasium, which prepare for the same diploma. These private schools are called Lycée, and are much more expensive.

N. TAVENRAAT.

The Physical Training of Girls.

Sir,—I so very much appreciate the value of Miss Johnstone's book, "The Physical Training of Girls," reviewed in your last issue, that I am concerned that she should apparently have been misled in her investigation of one of the systems dealt with.

I write as a teacher of Swedish gymnastics, and I beg to thank Miss Johnstone for giving us a spur onwards towards a development which many of us anticipate. Some of her criticisms I personally think lenient, but in others I feel bound to conclude that she has not had the opportunity of seeing the more modern methods of teaching Swedish gymnastics.

To begin with, she criticises largely from a text-book, and does not seem to realise that what is given to girls by any good teacher is a very great modification and expansion of such a text-book.

Then she gives instances of bad teaching methods which sound positively incredible; and if true, are severe censure of the teacher and the college that trained her. I quote from her book: "I have seen a girl who had an abnormally thick-set body trying to travel along the beam; tears were streaming down her face, she was being forced to do what the others were doing; in spite of her manifestly good intention she was unable to overcome physical inability. At a subsequent medical examination that girl was found to be suffering from slight valvular heart trouble." I have personally a wide knowledge of teachers of Swedish gymnastics, and I know of no one who would be so idiotic and so ignorant in her dealings with girls.

Another example, that of the girl who was punished because she could not stand on her hands, is again incredible.

It is incorrect to cite examples of this kind of teaching as typical, for to those actually in the profession they are incredible; and

any headmistress who retains a gymnastic mistress using these methods is the person who is to blame. "Instances of grave collapse during a lesson are reported too often," is another totally incorrect statement.

Miss Johnstone has a particular aversion to all reversed positions of the body, and is sweeping in her condemnation. May I ask her how it is that there is a chorus of joy when somersaults of any kind are suggested, and why a class allowed to amuse itself for a few minutes promptly practises a handstand? In contrast, balance exercises are highly praised, but I suggest that this is an adult appreciation. Ask a class of girls whether they will do balance or somersaults and there is no doubt as to the answer.

No sane teacher of gymnastics insists on any girl doing movements that are objectionable to her, and the physical training of the girls is always closely associated with the medical inspection.

If I did not welcome Miss Johnstone's investigation so heartily I should not be so concerned about her misconceptions.

Laura L. COLLETT
(Registered Teacher).

Mrs. Sainsbury's National Appeal.

Sir,—In October last you were good enough to insert my appeal for teachers retired pre 1918. That appeal must shortly be closed, as it is my intention to present the amount received to the committee of the Thankoffering Fund at the National Union of Teachers at the forthcoming Conference at Scarborough. I therefore take this opportunity of tendering my very grateful thanks to all those who have so generously subscribed, and of reminding those who have not yet sent that subscriptions should be forwarded as soon as possible either to the secretary of my committee, Mr. Pearce, 26, Yew Tree Road, W.12, or to myself.

The Fund has now reached the sum of £1,572 0s. 4d.—not quite the amount I hoped to obtain; but the fulfilment of that desire is still possible if those who have not yet sent will forward their subscriptions.

Cheyne Lodge,
Thames Ditton.

A. K. SAINSBURY (Mrs.)
Treasurer.

The A.C.P. Examination.

Sir,—As the concession mentioned in the following letter will be a boon to many of your readers I have pleasure in sending this for insertion in your columns.

Yours faithfully,

P. LYDDON-ROBERTS,
Principal, Normal Correspondence College.

23rd February, 1924.

To P. Lyddon-Roberts, Esq.,
Normal Correspondence College.

DEAR SIR,—In reply to your query I write to inform you that candidates who have already passed in part of the A.C.P. Examination under the old Regulations may complete their qualification for the Diploma by passing in their remaining subjects at some examination (e.g., the Oxford Higher Local Examination), which was accepted under the old Regulations as qualifying for exemption.

Yours faithfully,

G. CHALMERS,
22nd February, 1924. Secretary, College of Preceptors.

LONDON: ITS ORIGIN AND EARLY DEVELOPMENT: by William Page, F.S.A. (Constable. 14s. net.)

The story of London may be told in a score of ways and one is to tell it in detail with a plentiful sprinkling of proper names and family records. Mr. Page confines himself to early history and furnishes us with a most interesting record of London in Roman, Saxon, and Norman times. Few have known that in the twelfth century the city was an important educational centre with a Master of the Schools, Henry by name, without whose permission none might teach, save those in the schools of St. Mary le Bow and St. Martin le Grand. The chief school was St. Paul's, where there was provided not only elementary instruction, but also a university curriculum with faculties in law, grammar, rhetoric, logic and divinity. J. T.

LITERARY SECTION.

BOOKS AND THE MAN.

A Mother of the Cranki.

The late Sir John McClure once remarked in an after-dinner speech that the more he saw of the average parent the greater became his respect for the average boy. A gathering of schoolmasters hailed this statement with shouts of acquiescent laughter, although many of their own number were parents of a merely average kind. The pedagogue has always had to suffer, with what gladness he could assume, the admonitions and directions of parents, more particularly of those who have the hardihood to take over the responsibilities of providence for the future of their offspring. Naturally enough, this degree of courage is most frequent among parents who have only one child. The mother of ten is usually compelled to leave something to providence, and even three children will find outlets from the baby's playground of the most anxious parents.

These reflections were stimulated by the sight of the cover jacket of a volume printed in U.S.A., and published here by J. M. Dent at 12s. 6d. net. It bears the awe-inspiring title: "A Mother's Letters to a Schoolmaster," and it is furnished all complete with an introduction by James Harvey Robinson, and a warm commendation by Professor John Dewey, who says of the book: "It is the most readable introduction to what is fundamental and sound in modern theories of education with which I am acquainted." The grammar of this may be imperfect, but the meaning can be seen.

After reading the book I should hesitate to accept Professor Dewey's verdict. It is made up of the half-baked opinions of a gushing American mother whose ideas centre round her darling son Peter.

She says to the schoolmaster, in her perky way: "I suppose you are not aware that many hundreds of mothers and fathers have found and are still finding themselves the parents of such so-called 'supra-normal' or 'remarkable' children." I can imagine the belaboured pedagogue murmuring to himself: "I am only too well aware of it. All the parents are telling me of their discovery, and expecting me to handle five hundred 'supra-normals' in five hundred different ways."

The precious and unique Peter is represented to us as furnishing marvellously acute criticisms upon life, and as outlining a new school arrangement while he waits in the headmaster's room in the inevitable company of his fond mamma. This eloquent lady demands that Peter shall be prepared for adult life at every point, by a system of rehearsals:—"If I want him to know what mathematics is by doing mathematics, much more must he know what democracy is by doing it, by living it, and at once, now, while he is in the mind for it, absorbing new ideas fast and reproducing them in imitative play." This is a typical example of sloppy thinking, unless the word democracy is being used in a sense which is unknown in the politics of the United States. Peter, aged seven, simply cannot "do" democracy. His job is to be a child, and not to dress up as a politician.

A similar fallacy runs through the entire book, with its acid denunciation of traditional methods in education. In place of knowledge, teachers are to give "the power to think." Schools are to be arranged as miniature towns, with shops, parks, and the rest, so that the pupils may rehearse continually in preparation for "citizenship." The headmaster is enjoined to "Recognize that the school, the custodian of civilizing factors, must supply some better basis than subject-teaching for the establishment of harmonious social, economic, and industrial relations among men." The precise meaning of this injunction escapes me, although I experience a pleasant glow on reading it. There are many such passages in the book, resembling a poultice rather than a meal, inasmuch as they are comforting but not nutritious. It may be noted that modern medical practice has little use for poultices.

The mother in this case devotes her entire energies to Peter, who being "supra-normal," as we know, responds most pleasingly. With modest pride his mamma tells us that she shares his expeditions into normal boyhood. "Since I know he loves the noble 'Sennacherib' of Byron, I can enjoy just as keenly as he the fervent lines of 'The Cub Fan's Dream,' from the 'Spotlight,' which he sings at breakfast:

"I seemed to see Joe Tinker make
An old-time Tinker spear,
And hear the bleachers barking
In the shaking umpire's ear."

Or again: "It is a fair exchange in my eyes since he went eagerly with me last year to see 'The Trojan Woman' at the Stadium, that this spring I should go with him to root for the Phillies" (i.e. to shout for a baseball team). We may ponder over the kind of democracy which is thus being "done," putting "Sennacherib" over against "The Trojan Woman" as pictures of war, while the tremulous umpire facing the angry partisans or "rooting bleachers" suggests a strange induction into sportsmanship. More generally, this implied exchange between Peter and his mother, whereby each nobly suffers boredom for the other's sake, affords an example which should be carefully avoided. In his less filial moments Peter himself would probably endure the absence of his mamma with a patience which might surprise her. On her part she would do well to remember that a time will come when Peter will have to carry on without her ministry. She may die, and it will be sad if Peter then finds in his new freedom some compensation for the universal fact of human mortality.

"Dug out in his eager readings, from the voluminous notes in Knight's Shakespeare, my little boy has found for me the name, *Alder liefest* (dearest of all), by which I think no other mother in the whole wide world is called." Perhaps not, but there are still mothers, and schoolmasters too, who have won the lasting affection of children by the simple and wholesome device of respecting their childhood, without attempting to shape them to a pattern or preparing them for a world in which cranks and prigs alone could dwell.

SELIM MILES.

REVIEWS.

Education.

EDUCATION FOR MORAL GROWTH: by Henry Newmann, Ph.D. (Appleton, 10s. 6d.)

It must be admitted—or confessed—that there is something more or less irritating to the average Englishman in the average American treatment of moral questions. We take our morals, and our moralizing, with a difference. Here, for example, is a book on an important subject, containing many useful and suggestive points and quotations. But

"This is no my ain hoose,
I ken by the biggin o't."

When a book on ethics suggests (even faintly) sugared popcorn, the reader is left wondering what exactly is wrong with him—or with the book. Should there not be more substance and less condiment? We can be pleased and mildly edified by the "essay" article of our weekly reviews; but for a fair-sized book we ask something—is it something more or something different?

There seems to be a hint here and there about this lack. Thus, in the chapter on Vocational Fitness, we have: "There must be a shift from work for profit to work for service. How this will eventually be effected is not our concern here." But surely just that is our concern. What is the next step? What exactly should we begin to do, to undo, or to cease doing? It only adds to our irritation to find Mr. Tawney's "Acquisitive Society," in this connection, mentioned, and mentioned only. And that, too, in a list of "further references."

Still, it must be said that the book is worth reading, that it will in many cases prove to be of direct practical utility (*e.g.*, the discussion lists on pp. 226-228). Some of the discussion questions here given are delightful. "Why do coalminers dislike people who try to make agreements between them and the owners?" "What should you do when you have to tell somebody an unpleasant truth?" These are among the questions "handed in" by pupils. English boys would discuss them joyously. Would it be "ethics teaching" to have them discussed strenuously and solemnly?

And yet one must repeat that there is in this volume very much that any teacher would be the better for reading and considering. America is not taking her "Education question" seriously for nothing.

R. J.

PSYCHOLOGY AND SELF-DEVELOPMENT: by Professor H. E. Bennett. (Ginn and Co. 7s. 6d.)

The Categorical Imperative would seem to change its texture when it crosses the North Sea or the North Atlantic. This thought is suggested by a chain of paragraph headings in Professor Bennett's first chapter: "Begin now. Learn strenuously. Question constantly. Organize. Outline. Learn to take notes . . ." Excellent advice; but italicising the obvious may as easily irritate as stimulate. The book might gain by the loss of this first chapter.

It is rather a pity that readers should be shouted away from a book that discusses interesting questions like Habit, Accurate Statement, Imagery, Likes and Dislikes, and so forth; but these belongings of our common mind concern us all. Moreover, although the book quite properly excludes all that is "merely argumentative or speculative," it embodies a good deal of the results of modern enquiries. Such a task is enough in itself, and it offers endless problems of compression. Could an adequate idea be formed, for example, of the "Miss Beachamp" case, quoted on pp. 263-4, by anyone who had not read Morton Prince's "Dissociation of a Personality"? Yet, if we are to suggest extension here, while asking for excisions elsewhere, we are only offering one of a dozen methods of treatment. We had best take the book as it stands, and use the good range of good material it offers. For there is plenty of good material, systematically arranged, and for the most part vigorously expressed.

R. J.

THE WAY OUT: Essays on the Meaning and Purposes of Adult Education by Members of the British Institute of Adult Education. (Oxford University Press. 4s. 6d.)

The modern textbook of Adult Education is the Final Report on Adult Education issued in 1919 at 1s. 9d. net. Four hundred pages of valuable material, well set out, well arranged, and indexed, at 1s. 9d. That was five years ago, and the Report is now out of print. Perhaps Mr. Greenwood can get it re-issued.

He himself was one of the secretaries of the Committee, and has already written a summary of the Report ("The Education of the Citizen," W.E.A., 6d.).

The long title of the present volume explains the book fairly well. It contains four articles on "Ideals" and three on "Facts." Among the names of the writers are "Haldane," "Laski," "Zimmern," "Mansbridge"; so that those who know anything of the Adult Education movement will have an assured scale of values to begin with. It is sometimes said that the success of democracy rests with our schools. But movements are often too rapid to allow of preparation in youth. It might be worth while for all of us to consider the Adult School and its equivalents.

R. J.

THE CHILD AT HOME: by Lady Cynthia Asquith. (Nisbet 6s. net.)

"Some parents seem so preoccupied by the staggering responsibility of having sentenced human beings to life, that they appear to lose sight of any lighter side of their vocation—missing, as it were, the comic relief of the situation."

In these words of her introductory chapter Lady Cynthia Asquith gives the keynote of her sane and wholesome book. Perhaps, too, we may suggest that she propounds a warning which applies to teachers even more than to parents. There are teachers who never perceive any fun in their work, but are preoccupied with a sense of responsibility which could not be justified even if they were the progenitors of their pupils and were charged by a blind Destiny with the weighty task of piloting them all through the intricate channels of their various existences. Although this book has no direct bearing upon life at school it is nevertheless full of good counsel concerning children, and shows what an intelligent mother of these days can accomplish. When all mothers are as intelligent as our present authoress the path of the teacher will be smoothed beyond belief.

F.

English.

FIELDING SELECTIONS: (Clarendon Press. 3s. 6d. net.)

This is an excellent anthology of Fielding, containing not only extracts from his novels, but also from other prose works such as his "Enquiry into the Causes of the Increase of Robbers," and "The Journal of a Voyage to Lisbon." The essays of Hazlitt, Scott, and Thackeray greatly add to the interest and value of the book as an introduction to the works of Fielding. A good preface and notes have been added by Mr. Rice-Oxley.

THE LITERARY ESSAY IN ENGLISH: Sister M. Eleanore, C.S.C., Ph.D. (Ginn and Company. 6s. 6d. net.)

In view of the revival of the Essay in modern literature this book should be of exceptional interest to those who find pleasure in writing or reading this fascinating form of literary work. The author has dealt most ably with this elusive subject, both critically and historically.

In her introduction Sister Eleanore has discussed the definition (or rather the impossibility of arriving at an exact definition) of the essay, some of the technical elements, the classification, the origin and early history, and lastly the essay as written by Montaigne and its subsequent development. The main body of the book consists of an interesting account of the various categories into which the essay may be divided, such as the aphoristic, the character, the letter, and others. Each of these sections gives a full account of the exponents of the particular type under consideration, from the earliest times to present day. A very useful appendix is added to the book in the shape of a "Reading list of Contemporary Essays." Besides its utility from the critical point of view, the book is very readable because of the brightness and lucidity with which it is written.

A POPULAR HISTORY OF ENGLISH POETRY: T. Earle Welby. (5s. net.)

Within the limits of one volume, Mr. Welby has written a surprisingly adequate history of English poetry. He has chosen and omitted with care, and gives his readers a very efficient number of critical opinions upon the majority of English poets who are of any importance. His criticisms on the whole are very just, and his illustrative quotations apt, and many of them unacknowledged. This is a good book for those who wish to start the study of English poetry without being encumbered with unnecessary details and conflicting theories. An index would make the task of reference easier.

THE TROUBADOURS AND ENGLAND: H. J. Chaytor. (Cambridge University Press. 6s. net.)

When reading books on the Middle English lyric it is common to find references to the influence exerted by the poets of Provence and by the Troubadours. As a general rule the observations upon this influence never extend beyond a vague unsubstantiated assertion that such influence does in fact exist. The reader, probably not being in a position to deny or confirm the statement, consequently has had to take much on trust.

Mr. Chaytor, however, in this book on the Troubadours, has replaced vague statements by a detailed study of the work of the Provence poets. He deals with three main subjects; the conditions under which the English lyric was evolved, the Troubadours and English politics, and the Troubadour influence on the English lyric. To anyone who wishes for first-hand information on this subject and who has hitherto been unable to find it, this work of Mr. Chaytor's will be invaluable.

History.

British Museum Postcards.

The authorities of the British Museum have shown much enterprise and skill in the preparation of a series of sets of postcards representing objects in the various Departments of the Museum. Each set consists of fifteen cards relating to the same subject and in most cases there are valuable notes on the contents. The sets numbered 17, 25, 55, 56, 58, 66, 67, 68, 69, 70, and 73 deal with history, and furnish unique material for the use of teachers and pupils. Thus we have a set showing Roman Antiquities found in Britain, another of Medals illustrating English History, others dealing with history in the 14th, 15th and 16th centuries. All are well printed and may be mounted in volumes or used as a frieze in the history room.

Single cards cost one penny, sets of fifteen, in an envelope with notes, cost 1s. net. A detailed list will be sent on application to the British Museum, London.

Mathematics.

THE RHIND MATHEMATICAL PAPYRUS; BRITISH MUSEUM 10057 and 10058. INTRODUCTION, TRANSCRIPTION, TRANSLATION AND COMMENTARY: by T. Eric Peet, Professor of Egyptology in the University of Liverpool (University of Liverpool Press; Hodder and Stoughton, London. 10 x 15ins. Three guineas.)

This Papyrus, though it bears a date of the Hyksos Dynasty, is claimed by its scribe to be a copy of a document of the 12th Dynasty, which would put back its date to the latter half of the nineteenth century B.C.

As a document throwing light on one of the chief sources of mathematics, it is without a rival. We might call it the *Molesworth* of the Egyptian, the pocket-book of rules for the use of carpenter, surveyor, and engineer, not a mathematical treatise. There appears to be no evidence that there were, among this "nation of shopkeepers" any mathematical treatises or any body of theory. The modern engineer has his rules, too, but does not require these for the addition of and computation with simple fractions; in fact it is not till knowledge ends that rules begin. And Egyptian mathematical knowledge was small.

On pages 4 and 5, Professor Peet gives a general contents table of the Papyrus, but nowhere is there a table of contents of the work. For convenience we give one here:

- Page 1. Introductory.
- 3. Date.
- 4. Contents of Papyrus.
- 6. Documents available for the study of Egyptian Mathematics.
- 9. Date of their origin.
- 10. General Character of Egyptian Mathematics.
- 21. Method of setting out the sums.
- 24. Egyptian Weights and Measures.
- 27. Comparison of Egyptian and Babylonian Mathematics.
- 31. The Greeks on Egyptian Mathematics.
- 33. Translation and Commentary.
- 50. Book I, Arithmetic (sixty solutions by trial of equations of the first degree).
- 80. Book II, Mensuration:
 - Part I, Volumes and Cubic Content.
- 88. Part II, Areas.
- 97. Part III, Angle of slope of pyramid.
- 103. Book III, Miscellaneous Problems.
- 132. General Index.

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134. Index of Egyptian words discussed.

136 *et seq.* Plates A to Y.

Apart from the subject matter itself, there are points of great interest in connection with the numeration, the script and history. Babylonian mathematicians appear to have given some recognition to place value and the zero, in their number system, two great points, both due to Sumerian influence; on the other hand, they had a sexagesimal notation, to which, in fact, we owe the 360° in the circle and twenty-four hours. The Egyptians, like the Romans, had a decimal notation without place value or zero; thereby hangs their inability to multiply, except by two and ten.

Seventy-one would be written $\left| \begin{array}{cccc} \Omega & \Omega & \Omega & \Omega \\ \Omega & \Omega & \Omega & \Omega \end{array} \right.$ and seven hundred

and ten $\Omega \left. \begin{array}{l}) \\) \\) \\) \end{array} \right)$. The system for other multiplications was ingenious. To multiply, say, 110 by 21, in consecutive lines they would write 110; 220, 440, 880, etc., adding together at the end as many of these multiples as were required to make 21×110 ; a system which is shorter than it sounds.

Fractions are always turned into aliquot parts, except for $\frac{2}{3}$, which has a symbol to itself. A table is given on page 37 of

fractions of the form $\frac{2}{2n+1}$ from $n=2$ to $n=50$, resolved into

two or more fractions with their numerators unity, e.g., $\frac{2}{65} = \frac{1}{39} + \frac{1}{195}$; many of the early problems in the Papyrus are

concerned with this resolution. There were special symbols for $\frac{1}{2}$ acre, $\frac{1}{2}$ bushel, etc., the $\frac{1}{2}$ acre being \times . This is reminiscent of the early languages which used different words for "my father," "your father," and "his father"; a barbarism which has left its traces even in the inflected languages of modern Europe.

Space will not allow us to do justice to all the types of problems. A few may be mentioned, however. In all, there appears to be a "check," that is the main part of the solution; at the finish is a expression akin to "There you are" like the joyful school boy's Q.E.D., emotional letters denoting triumph.

At the beginning are such problems as "Divide 2 by 7," that is "obtain the result in aliquot parts." Answer $\frac{1}{2} + \frac{1}{7}$. Later on we come to a problem (No. 14) where it is claimed that $\frac{1}{2}$ plus its half plus its quarter makes $\frac{1}{2}$; a mistake. In problem 41 we have to find the volume of a cylindrical container of height 10 and diameter 9. To get the area of the circular section, one-ninth of the diameter is subtracted and the result is squared; this approximation to π comes to 3.16. None of the problems on volume show a knowledge so surprising as that occurring in the Moscow Papyrus, where the formula which gives the volume of the frustrum of a truncated pyramid seems to have been $V = \frac{h}{3}(a^2 + ab + b^2)$.

In the case of the slopes of pyramids, the object was to give the mason rules for cutting the stone from a solid rectangular block of side one cubit, for a pyramid of given height and side of base. This leads to the calculation of what we should call co-tangents.

The later problems deal often with the exchange of bread and beer; the "psw" or "cooking value" seems to have served almost as a currency, a common denominator for loaves of bread and jugs of beer of different sizes, and even for other commodities.

This whole book teems with interest and raises many points which require thought. In his difficulties and failures, the Egyptian's efforts stir one to thinking out the reason for, and alternatives to, many processes now done by rote.

OUR CONTRIBUTORS.

Miss Nancy Catty, who writes on Training in Social Service, is a Lecturer in Goldsmiths' College, New Cross. She has taken an active part in promoting the social work which is a marked feature of the student life of the College.

Mr. S. T. H. Parkes, who contributes an article on the schooldays of James Nasmyth, is a well-known Birmingham manufacturer who combines the making of microscopes and drawing instruments with a keen interest in literature. (Cf. J. H. Shorthouse, the author of "John Inglesant.")

Mr. P. M. Greenwood, the author of "Local Bias in Education," is a local inspector of schools in Sunderland, who is justly esteemed as an authority on school organization and on the use of the drama in schools.

Geography.

WALL ATLASES.

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The same firm have issued a Modern School Commercial Atlas at 3s. 6d. net, and a Modern School Atlas at 7s. 6d. Both are excellent. The former has a valuable summary on commercial geography, so that it forms a useful text-book for senior classes and for continuation schools. J.

THE WORLD-WIDE ATLAS. Eleventh Edition. (W. and A. K. Johnston. 21s. net.)

This is the first post-war impression of this well-known and justly successful atlas. It is up to date and complete in every respect, and contains 112 pages of excellent maps, with an index of 56 pages, giving the position of some 27,000 places with the correct spelling of their names. M. E. R.

PHILIPS' NEW MAP OF EUROPE: Illustrating Territorial Changes since 1914. (George Philip and Son, Ltd.)

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Chemistry.

SUPPLEMENTARY NOTES ON GRAVIMETRIC ANALYSIS FOR BEGINNERS: by W. Lowson, B.Sc., F.I.C. (Longmans, Green and Co. 1923. pp. 53. 2s. 6d.)

These notes call attention to a number of errors to which beginners in analytical chemistry appear to be very prone. The application of physico-chemical principles to the various processes of analysis is discussed in a lucid manner.

The subject matter is evidently the result of an extended teaching experience and the student should find the notes very useful.

In a future edition it would be as well to qualify the statement (p. 13) that "small particles are more soluble than larger ones." Also, the reviewer has found that 120-130° is a better temperature than is 105° for drying silver chloride in a Gooch crucible (p. 32).

(Continued on page 122.)

T. S. P.

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A SCHEME FOR THE DETECTION OF THE MORE COMMON CLASSES OF CARBON COMPOUNDS: by Frank E. Weston, B.Sc., F.I.C. (Longmans, Green and Co. 1923. pp. x+108. 4s. 6d.)

This, the fourth edition of the late Mr. Weston's well-known book, has been revised and brought up to date by his son, F. Ramsay Weston. To many students of organic chemistry this book has been most valuable in indicating a systematic method for detecting and classifying organic compounds. Its popularity is well deserved and it is gratifying to note that a fourth edition has been found necessary.

T. S. P.

NOTES ON QUALITATIVE ANALYSIS: CONCISE AND EXPLANATORY: by H. J. H. Fenton, Sc.D., F.R.S. (Cambridge University Press. 1923. pp vii+202. 10/6 net.)

Dr. Fenton's book is too well known to call for much comment in a review. Opinions are varied as to the best method of treating qualitative inorganic chemistry, but it is evident that many agree with the course advocated by the author, since the first edition was reprinted eight times, and this is the ninth reprint and revision of the second edition.

This reprint contains a supplement which includes the reactions and properties of a considerable number of organic and inorganic compounds not described in the earlier part of the book. The selection is arbitrary, but preference is given to compounds which have a practical interest. Unfortunately, as far as the organic compounds are concerned, the result of giving simply a number of tests for each compound would be likely to lead the student, in doing an "organic spot," to make indiscriminate tests, instead of following a definite course of procedure.

T. S. P.

General.

DEFEAT: by Geoffrey Moss. (Constable. 6s. net.)

In this book the author of "Sweet Pepper" draws with a sure and unrelenting hand six pictures of the humiliation of a people. Some day, when sins are re-classified in the light of true religion, the word condemnation will be awarded to conduct which lowers the self-respect of another; for to abase a fellow human being of set purpose is by several degrees worse than killing him outright. When this is understood, we shall have an end to many unpleasant features of our social and industrial system. We should also make impossible such a poignant record as Mr. Moss gives us concerning the present position of German people in the Ruhr and other occupied districts under French control. His stories are almost unbearably grim in their stark intensity, but they bear the impress of truth and they are written in masterly fashion. Nobody would wish to gloss over the acts of Germany in Belgium during the war period, when she set herself to destroy the self-respect of a nation. She failed, and found that her effort had ranged against her the opinion of powerful nations. Now in turn an effort is being made to humiliate Germany, an effort which will fail and bring upon those who make it the penalty of isolation and ultimate defeat. We need to enlist the sanity of the world against this recurrent madness and the arrogance of victory. This book will play its part in the good work.

B.

SPIRITUAL HEALING: A Discussion of the Religious Element in Physical Health: by the Rev. Harold Anson, M.A., Chairman of the Guild of Health, London. (University of London Press, Ltd., 17, Warwick Square, E.C.4. 4s. 6d.)

Mr. Anson has done good work in the Church and in the community by his forceful advocacy of a sane and thoughtful gospel of health. The book he has written contains some fifteen short chapters or essays, each of which is a challenge to thought. No one can read these illuminating chapters without being stirred to fresh thought on old subjects. It seems to be a fair and kindly antidote to all the vague and anti-Christian teaching of Christian Science, and the various cults of faith healing. It asks for real spiritual healing of character as the one way to perfect health of mind and body. It will make an excellent Lent book; for each chapter gives fresh and vivid views of subjects which have held the field of human interest all down the centuries and will mark a real advance in Church thought towards a broader and deeper understanding of the problem of "Salvation" or Health.

R. L. G.

TO-DAY AND TO-MORROW: Facts about Life for the Youth of To-day: by L. B. V. Bolton, L.L.A., and F. J. Relf, M.Sc. (Published by The Alliance of Honour. 2s. 6d.)

This little volume is a very simple account of hygiene and sexual hygiene, intended mainly for girls. It is very readable, and it fulfils the claim on the cover to have achieved "clarity of expression, while sacrificing no principle of modesty." R. J.

NEWS FROM THE PUBLISHERS.

"Wider Aspects of Education" is the title of a book by Dr. G. P. Gooch and Mr. J. H. Whitehouse on international education and educational co-operation. Dr. Gooch writes on the teaching of history in relation to world citizenship and educational co-operation with America; while Mr. Whitehouse deals with American experiments in education and the co-operative system of education in America, and makes some suggestions for the promotion of international education. The book comes from the **Cambridge University Press**. From this house also comes "Evolution, Knowledge and Revelation" (the Rev. S. A. McDowall's Hulsean Lectures); and "Le Rayon de Soleil et d'autres Contes" (in the Modern French Series), by M. René Boylesve.

Under the headings of Literature, Drama, Languages, Art, Architecture, etc., Philosophy, Religion, and the Bible, The Ancient World, Anthropology, Music, The British Empire, History of Great Britain, European History, Geography, Mathematics, and Science, the **Clarendon Press** and the **Oxford University Press** make a number of interesting announcements for the spring and summer. Students of Elizabethan times should note "Master Richard Quyny, Bailiff of Stratford-upon-Avon and friend of William Shakespeare," by Edgar I. Fripp; and an abridged edition, reduced by the omission of unnecessary repetitions to less than half its original length of Locke's *Essay on the Human Understanding* will be welcomed. The catalogue announces also several volumes in *The World's Classics*, which Mr. **Humphrey Milford** will publish.

Messrs. Constable and Co. and **Gyldendal** have joined forces, the offices of the latter having been transferred to 10 and 12 Orange Street; and the Gyldendal publications will now be issued by Messrs. Constable. Their programme for 1924, as set out in their monthly list for February, includes "George III and the American Revolution" in Mr. Frank Arthur Mumby's "History in Contemporary Letters" Series, and in the department of fiction a novel described as "great" is announced: "God's Stepchildren," by Sarah Gertrude Millin. Almost all the volumes in the "Westminster Library of Fiction" are now 3s. 6d. net, and "The Forerunner," Merejkowski's great novel, is now obtainable at that price.

The Chilswell Book of English Poetry, compiled and annotated for the use of schools by the Poet Laureate, we learn from **Messrs. Longmans, Green and Co.**, may be expected shortly. At the time of writing it is in the press. There will be a Library Edition and also one on India paper. Other announcements include "The Unification of South Africa" (in the University of London Historical Series), by Dr. Arthur Percival Newton, Rhodes Professor of Imperial History in the University of London, and "Mathematics for Technical Students" by E. R. Verity, B.Sc., A.R.C.S., Head of the Department of Mechanics and Mathematics at the Technical College, Sunderland.

Messrs. Methuen are the publishers of "The Book of the Queen's Dolls' House." It is in two volumes: Vol. I, "The Dolls' House," and Vol. II, "The Dolls' House Library," with many plates in colour and monochrome. Many famous artists and writers have helped in constructing and decorating this wonderful miniature palace. Vol. I is edited by Mr. A. C. Benson, C.V.O., Master of Magdalen College, Cambridge, and Sir Lawrence Weaver, K.B.E. Vol. II is edited by Mr. E. V. Lucas. It is hoped that the book may be issued about the time of the opening of the British Empire Exhibition. The profits are to be devoted to charities selected by H.M. the Queen.

For Teachers of Typewriting.

Those of us who use a typewriter for personal correspondence or other private work stand aside in admiring awe when we read of the exploits of real experts. The author of "Rational Typewriting," new revised edition (Mrs. Smith-Clough, F.Inc.S.T. (Hons.)), took first place in three National Shorthand and Typewriting contests; she is the holder of gold, silver, and bronze medals, and a silver cup for typewriting, and was formerly examiner in typewriting to the Union of Educational Institutions. She is therefore well equipped as an adviser of teachers of this craft, and her book may be thoroughly recommended. The publishers are the **Gregg Publishing Co.**, Kern House, Kingsway, London, W.C., and the price is 4/6 net. Gramophone records for use with the exercises may be obtained from the same firm.

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(Continued on page 126.)

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THE EDUCATION-OUTLOOK AND EDUCATIONAL TIMES

APRIL, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The New Policy.

In the March number of *The Labour Magazine*, Mr. C. P. Trevelyan declares that the underlying intention of the measures which he has already initiated is twofold: first, to bring to an end the campaign of economy; and second, to make an immediate and vigorous advance in the general scope of our education system. He holds that the advocates of economy went too far, and speaks of the Board having been utilised as a mere agent of Treasury economists. With some degree of assurance and optimism he tells us that a very general reaction has set in against the "narrow and soulless" economies of the Geddes campaign. Hence he has "reversed the engines." The new movement is to lead to reduction in the size of classes, beginning with those of sixty or more and aiming at a standard of fifty, with an ultimate reduction to forty. Unqualified teachers are not to be appointed in future. School buildings are to be overhauled where necessary, and the Local Authorities will be encouraged to raise the age of compulsory attendance at elementary schools to fifteen. The secondary schools are to be allowed to admit forty per cent. of free placers, and the Board are ready to consider the abolition of all fees where Authorities so desire. Encouragement is given to the building of new secondary schools and state scholarships to Universities are to be revived.

State Scholarships.

The revival of state scholarships to the Universities will be welcomed by the secondary schools, especially by those having little or no endowment or other provision for helping pupils of promise. The chief merit of state scholarships is that they are open to all schools and thereby serve as a stimulus over the whole field. Since the main justification of a system of state-aided education is the release of ability for the service of the community, scholarships may be regarded as a form of long period investment. It is difficult to understand why the business economists destroyed the scheme. Their example encouraged certain Local Authorities to seek similar economies, with results that have brought considerable hardship. An example is to be found in the case of the scholar of a Cambridge college to whom a Local Education Committee gave an additional special scholarship of £40 a year to meet the expenses of a Cambridge course and in recognition of his ability. In the middle of his Cambridge career he is informed by the Local Authority that their grant will be reduced to £25 a year. From the point of view of a City Treasurer a reduction of £15 is trifling. From that of a penurious undergraduate it makes all the difference.

Size of Classes.

The reduction in the size of classes in urban public elementary schools is a reform which has long been demanded. The latest statistics show that there are 5,464 classes each containing over 60 pupils, while there are 27,755 classes each numbering over 50 and under 60. These figures refer to England alone, where the public elementary schools have 69,826 classes containing over 40 children and 68,192 classes containing under 40 children. This gives the measure of the task to be accomplished if we are to secure that no class in a public elementary school exceeds in number 40 pupils. Meanwhile, it is clear that classes of 50 and upwards cannot be taught in any real sense of the term. They can be lectured or drilled, or both, but individual care and attention will be difficult, if not impossible. Critics of the results of our elementary school system should in fairness remember the difficulties under which the schools have worked and the small influence which a teacher can bring to bear when his energy is to be devoted to maintaining some kind of discipline and giving some kind of instruction to large groups of pupils. It has often been a matter of remark that pupils in secondary schools who have, as a rule, the advantage of better home surroundings, are usually grouped in classes not exceeding 30.

National Boarding Schools.

In the March issue of *The English Review*, Mr. Ernest Remnant describes a scheme for the establishment of boarding schools to be attended by children whose homes are in crowded or industrial areas. He points out that the physique of our people is suffering a progressive deterioration, and that our town life has been carried on by the migration and destruction of healthy young rural life. He quotes a statement that in the Glasgow region, where half the population of Scotland resides, the children are mostly fed on tea, white bread and jam, none of which contain any vitamins, and consequently the streets are full of rickets. The effects of urban environment and inadequate feeding are intensified by town bred parentage. As a remedy for this state of things it is suggested that as we cannot bring the country and the seaside to the towns, we ought to take the children to the country and the seaside for their schooling. This is a well understood and common practice among town dwellers who can afford to send their children to boarding schools, and Mr. Remnant urges that the practice should be extended so as to include the children now attending our public elementary schools. He foresees valuable results on the physique of the children, on the work of the teachers, and on educational administration.

The Leaving Age.

Perhaps the most urgent and necessary reform in our educational system is to be found in a general raising of the upper age limit of compulsory schooling. The practice of apprenticeship is dying out, and a large proportion of the children leaving our public elementary schools drift into some form of casual employment. In times of industrial depression such as we are now enduring, they drift into the ranks of the unemployed and acquire desultory and harmful habits. Under the Education Act it is possible for a Local Authority to frame by-laws raising the leaving age in its area to 15, but of late the Board of Education have refused to sanction such regulations because of the additional expenditure involved. The withdrawal of this ban may lead progressive Authorities to exercise their powers under the Act, but this step should be accompanied by a considered effort to devise a form of educational discipline appropriate to children between the ages of 11 and 15. In effect, this discipline ought to be such as we understand by the term "junior secondary education," and great interest will attend the enquiry which is to be undertaken by the Consultative Committee of the Board of Education with the object of learning, first, whether the age of 11 plus marks a stage in the mental development of the average child, and second, whether the education given during the four years following that age should have special features.

St. Hugh's College.

All who are interested in the higher education of women will regret the unfortunate episode in connection with St. Hugh's College, Oxford, which led to the dismissal of one of the leading members of the staff and to the resignation of others who resented the treatment given to their colleague. After some inexplicable hesitation, the College authorities have arranged for an enquiry, which is to be held under the direction of Lord Curzon, the Chancellor of the University. Miss Ady, the tutor who was dismissed, has been appointed on the staff of the Oxford Society of Home Studies, a circumstance which would seem to show that academic sympathy and approval are not wholly on the side of the College. The episode may properly lead to an investigation of the principles on which colleges for women students should be conducted. Is the Principal to be regarded as a kind of Head Mistress, demanding loyalty and unquestioning obedience from her colleagues, or is she to hold the position similar to that usually taken by the Head of a men's college, who claims no such loyalty or obedience to himself but accepts the fact that his colleagues may hold opinions differing from his own, while cherishing no less fully than he the true interests of the place? Places of higher education for women must emancipate themselves from the former traditions of the high-class boarding school for the daughters of gentlemen, and those in charge must be ready to adopt the methods of freedom even with attendant risks.

Lord Emmott and Central Control.

In his address at the general meeting of the Association of Technical Institutions, Lord Emmott said that the less the Government had to do with the more enlightened Local Authorities and grant-aided schools the better it would be. He recognised that pressure from Whitehall was often useful in maintaining standards of efficiency in backward areas and inferior schools, but he held that effective detailed central control would fail of its purpose and would produce endless friction, while destroying initiative and a sense of responsibility. He regarded it as a scandal that a specially gifted teacher might not be paid above the Burnham scale without loss of grant to the school and loss of legitimate pension prospects to the teacher. He said that the Board of Education ought to be a centre of research work on all educational problems and a real source of light and leading to Local Authorities, managers of schools and teachers. He urged that Authorities should take a big view of their responsibilities and avoid sacrificing the inestimable advantage of freedom and initiative by seeking to retain a system of percentage grants which might bring greater monetary help but involved irksome financial control.

PRIMROSES.

*If I were April, brimming full
And running deep all lanes should be
(All woods and lanes) with golden seas
Of primroses, loved primroses,
The sweetest flowers of all to me.*

*And were I May, I'd wade, content,
My whole long month, thro' amber seas.
My partial fingers should refuse
To fashion flowers of other hues
Than those of my loved primroses.*

LEONARD GALLETLEY.

THE NEED.

*Sure there is need of social intercourse,
Benevolence, and peace, and mutual aid
Between the nations, in a world that seems
To toll the death-bell of its own decease
And by the voice of all the elements
To preach the general doom.*

WILLIAM COWPER—*The Task.*

COLLEAGUES.

STORIES OF A GIRLS' SCHOOL. I.—JOY.

JOY is a recent addition to our staff. She only came down from Oxford last year, with a first, and her blue for hockey. She has bobbed hair, straight, with a reddish glint in it; wears glasses and has an eager, peering, bird-like look. If the H.M. points out some slight omission, Joy looks like a robin presented with an unsavoury looking worm. She has several brothers and sisters, and her father is a scholarly country parson who expects "great things" for his daughter. This is not, in this case, I think, a euphemism for matrimony, but for some undefined and individual way of setting the Thames on fire. Joy writes verse. Its subject matter may well be upsetting to the parental equilibrium, but the old gentleman says: "Um—ah—youthful ingenuousness—so like her dear mother!"—and thereby recovers his balance. It happens that one of my college friends is her godmother, and she refers to her office as "no sinecure, my dear, but Providence is a good educator." That is fortunately true, but the human agents who act as middlemen need a good deal of tact to control Joy's emotional velocities.

She has not got broken to harness yet, and has a slight air of condescension towards her work, which she regards as fettering to the free bird of her spirit. To one remark of hers no one has yet discovered the right answer: "Oh, do you do that here?"—with a slightly disdainful drawl on the "here." This usually has reference to some point of detail such as the custom of entering marks in one's mark book. She is really keen about the actual teaching, but apt to think that all one's obligations begin and end there, and that each qualified mistress should have attendant scavengers to do the incidental labours.

Joy would probably divide the staff, or think that Nature had already divided it, into intellectual aristocrats and ordained hewers of wood and drawers of water. Unfortunately she is not the senior in her subject, and the responsible mistress is one whom she would indubitably class as a hewer. Still more unfortunately she takes the advanced course work, and has only recently begun to realise that it requires any force of mind or character to teach a Middle School form. These opinions are not expressed—Joy would not willingly, at least in cold blood, be discourteous to anybody—but she suffers from the delusion that by the time you are about thirty your natural faculties are so blunted that you do not know when your juniors are patronising you.

It almost goes without saying that, holding these hierarchical views so strongly, Joy is a pronounced Socialist. She scouts authority under any form, and carries these principles into her teaching. It is not an easy thing for a youngster fresh from college to dominate a lively class from the floor, so to speak, and it becomes still more difficult when the lesson is conducted, as you would expect, on modern lines. History is apt to be a garrulous subject, and Joy has—or had—enlightened ideas about dramatization. Incidents were bound to occur. Several in fact had occurred before the memorable occasion on which Cromwell dismissed the Long Parliament in the Lower Fourth. Janie Harding, according

to her invariable custom, had taken the floor, and the form had got to that pitch of excitement which is only reached after rather prolonged dramatizing. Joy had evidently realised this when the Second Mistress went into the room, on some excuse, in order to make helpful suggestions and still the tumult. Joy was saying: "I want you children to realise the significance" in the slightly shrill and feebly emphatic tones which convey to a class that it is out of hand. The Lower Fourth fully intended to go on removing that bauble for some time longer. The ringleaders were eagerly interrupting each other to suggest improvements in the dramatic conception. The proletariat were sniggering and exclaiming, with that contemptible naughtiness of the habitually inert. The bauble abruptly removed was Janie—to cool down outside the door.

For some time after that the Lower Fourth had rather dull lessons with a good many notes. Joy had learnt something, and she did undoubtedly interest the children, but they were more interested in the "frills" than in the "movements" which thrilled her, consequently their examination papers were bald and over-luxuriant in patches. When I took a bundle of papers into the office Joy was there, and I heard the H.M. say quietly, "You need not be too depressed about these results, but remember the object of a paper is to find out what the children know, and not to give the mistress an opportunity for framing clever and original questions."

Joy is no doubt irritating, but there is something about her one must like, in addition to her brains and her sense of humour. It is tiresome that her political principles cause her to suspect an infringement of liberty in every rule or custom, and that her irreligious principles impel her to reject every precept of morality which cannot be restated in terms of utilitarianism. But fortunately she is blessed with a quite unprincipled sense of what's whatitude.

Joy is always a gentleman. A scene in the staff room may serve to illustrate this. It was the beginning of Recreation. About half of us were already assembled and a discussion had arisen about an extra match on the following Saturday. The Games Mistress, who was already taking a match, addressed herself, bun in hand, to a transient member of the staff who was supposed to be keen on games, with a request that she would oblige. The answer was brief and in plain English, that she had other things to do, that she was not in fact paid to take matches. There was a petrified silence; attention was riveted by the notice-board, or the timetable, or the nearest picture.

Joy had entered with a pile of books just in time to receive the shock. Her rather high voice with a little drawl at the end broke the stillness. "I'm doing nothing. Miss Gilray, I can take it—without a tip." There was a hastily suppressed gurgle, and three senior mistresses leapt to the table and pressed glasses of milk and buns with unaccustomed warmth on the speaker.

If Joy had been a little unpopular with her elders, she was from that moment accepted as "one of us."

THE EARTHQUAKE IN JAPAN.

A TEACHER'S EXPERIENCES.

BY KIYOSHI SAKAMOTO.



Mr. Minoru Nagata.

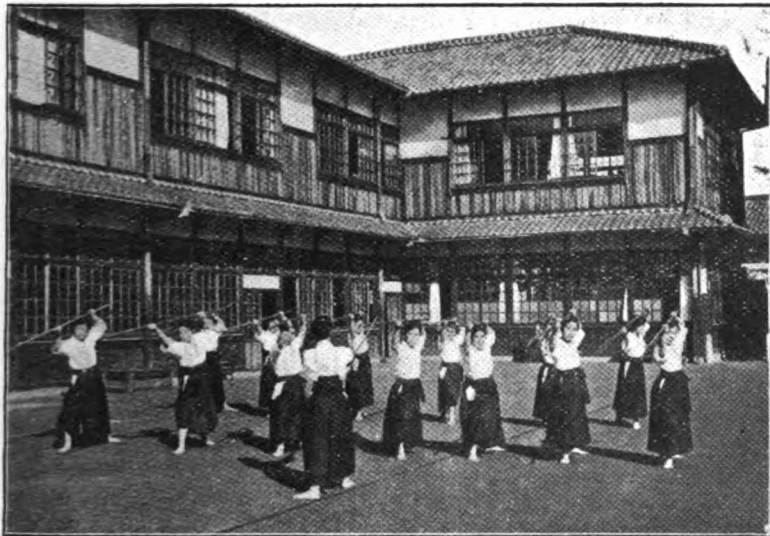
The following tale is contained in a letter written by Mr. Minoru Nagata, a teacher in the Grammar School of Yokohama, to Mr. Motoichi Fujisawa, Principal of the Shimizudani Girls' High School of Osaka. The writer of this letter displayed great heroism in saving several schoolboys from the demolished school-house and keeping in safety the portraits of the Emperor and Empress at the risk of his own life.

Mr. Nagata tells thus of his experience :

September the first is the first day of the fall-term. We had no lessons, and the schoolboys left for home very early. Yet the teachers stayed for a conference about the work of the term. I was at the board of conference in the sewing-class room upstairs with other teachers connected with the same class. It was nearly at an end, and we were taking sweets at leisure, and talking among ourselves on sundry matters, such as the newly organised Cabinet, the office of the Foreign Minister, etc. We were just ready to take lunch, when—the clock was pointing to 11.57 a.m.—we felt a tremendous shock, as if the very earth were dropping down in the direction of north-west. It was a most helter-skeltery up-and-down motion. I was on the point of clutching the table by the legs, when—thud!—the roof of the room came down. All was darkness, with dust thickly flying around my prostrate body. After a moment I could dimly perceive a light part of the room. I groped my way for it, and succeeded in getting on my feet again in the playground of the school. As I looked back, I saw the splendid school-house demolished and crushed just as a poor frog under the heavy foot of a bull. The whole school building was laid to the ground. There were about fifteen teachers who were fortunate enough to have had a similar hair-breadth escape. A moment's agility was the line of demarcation between life and death. Those

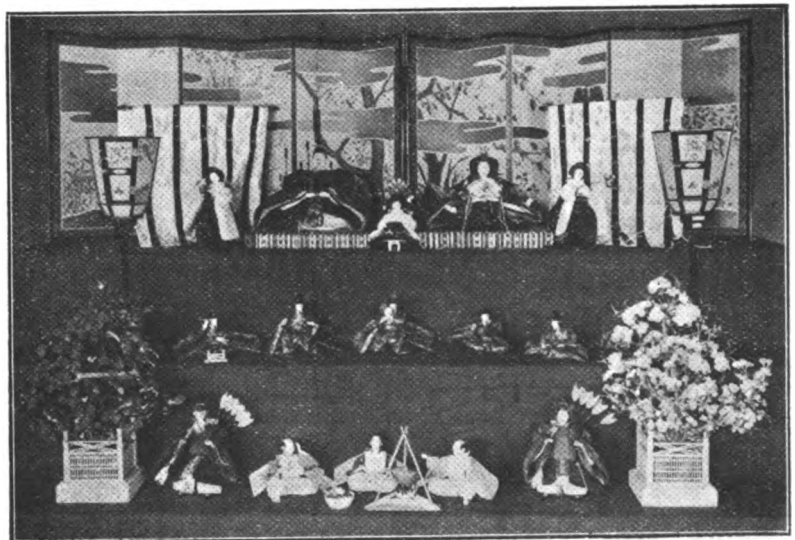
who were saved embraced and congratulated one another on their safety. Yet few escaped with a whole skin. Some had bloodstains on their faces, some were wounded in the legs. Yet they scarcely felt the pain. "Is there anyone missing?" This thought came like a flash across the mind of everyone present. The Principal of the school had gone home on some private business. I recalled that only three boys (of the first year class, the Higher Course) were staying to have a conference about the athletic sports. I looked about to find that Ishizaki, one of the three, was safely standing in the playground. I went up to him and patted him on the back, saying, "How about Ishimaru and Kawai?" But no answer forthcoming from his mouth, I gave two or three stronger strokes on his back. No, it would be truer to say that I beat him. "Oh, teacher, teacher, they are still under the roof," the boy answered at last. "You have come to yourself, eh? Go upon the roof quickly and see how near the fire is coming." Thus saying, I called into the crushed entrance of the classroom at the topmost of my voice, "Ishimaru! Ishimaru! Kawai! Kawai!" Mr. Matsumoto, my fellow-teacher, joined me in calling into the ruined rubbish. "I am here, sir; please take me out." A silk-like voice was heard coming out through the blackness and confusion inside. "Oh, you are still alive. Wait a minute; I will soon come to you. Take heart, be at ease." Then three of us teachers plucked up our courage to go into the wrecked buildings. Indeed, we had to be prepared to lose our lives in doing so. The earth was still shaking every now and then. But who could stand idle, knowing that the pupils in his charge were menaced by death? In a moment I was groping my way among the heaps of debris. The earth shook very often, and our strength began to fail us. "Ishimaru, you must do your utmost to free your body." As I spoke these words the boy's head was visible. "Come here, I am here," cried I. Soon the boy came near me. What was our joy when we found ourselves face to face with each other? "It is I, it is I." "Oh, my teacher!" and Ishimaru clutched at my body very hard. "Where is Kawai?" "He is still inside." "Well, one more effort." With this I went further inside with Mr. Matsumoto and one other teacher. As we called aloud "Kawai, take heart," we could hear the boy's answer, "Yes, teacher, I am here; take me out quickly; I feel as if I should be choked to death in a moment." "What, choking? You can speak loud enough. You are still within reach of help. I'll soon come to you. Knock! knock!" Rat-tat! rat-tat! came the sound from inside. I strained my eyes, and behold! the floor there, the beam on this side, the blackboard, desks, walls—all these were mixed up together to form a kind of blockade, so to speak, and we could hardly grope forward one inch. Mr. Matsumoto at last cried out in a despondent tone, "One boy was saved; but Kawai, must he be left?" I went back into the sunshine, and when I stood on the roof, I found that all round the school there was raging a big fire. But fortunately there was a break of fire in the windward side. Ishizaki, the

*Sansawa Pond,
at Nava,
in the heart of
Old Japan.*



*Japanese Girls of to-day
practising
physical exercises.*

*A Platform of
"O-Hinasama" or Dolls.
The 3rd March is the
Dolls' Feast—a red-letter
day for Japanese girls, who
arrange dolls on a shelf and
invite their young friends
to see them.*





Baroness Tomako Shibuya, sister of Her Imperial Majesty the Empress of Japan. She is seen writing a *uta* or short ode in her garden. The little girl is her daughter.

boy who had been standing as a fire-watch, was heard to cry, "Teacher, the fire is going to lick the school-porch." With all my might I began to wrest the boards from the roof and made an opening, through which I pulled out desks, floor-boards, broken pillars, and other rubbish. "The boy should be visible by this time; well, I will try to knock"—rat-tat, rat-tat! "Teacher, I am here," was a weak-voiced answer, followed by the responsive thud-thud. At length I managed to make an opening through the demolished furniture, and lo! a huge pillar was laid across the body of the boy. Who could lift that heavy wood with a mere human strength? I hit upon the plan of raising the pillar with a hand-spike. "An iron bolt, quick," I exclaimed. And the thing was soon brought. With the help of other teachers the wood was lifted, and I pulled Kawai out by the sash. Everybody was tired out. We made, however, another last effort, and succeeded in bringing up the poor boy on the roof. Kawai had his thigh-bone broken, and could not walk.

Next I took up the duty of guarding the photographed portraits of the Emperor and Empress taken out into a corner of the school compound. All the teachers who had families went back home, but I remained behind.

In the meantime the oil shop next door to the school caught fire, and then the school was in conflagration. We made ready for retreat. Around us was nothing but cracking sounds and respondent cries—a living hell.

Yokohama was now completely enveloped in the red-tongued fire, and we all departed southward for the foot of the hill about half a mile off. We went along, tending the wounded, but I thought we should perhaps have to pass the night in the open air, and the wounded would be chilled to death. Thinking of some supply of garments, I turned to go back to my lodgings. It was just half-past four in the afternoon. I made my way round about along the edge of the hill. I found my lodgings still untouched, although surrounded by the fire. The earth did not cease to shake. I hastened into my room, and catching hold of my portmanteau for clothes, and a leather trunk for documents, I came away to where my fellow teachers were guarding the Imperial photographs at the foot of the hill. The municipal school-superintendent came to us, and finding the Emperor's and Empress's portraits in safety, said, "This is all because of your dutifulness." He gave us some *nigiri-meshi* (balls of boiled rice). We ate them with grateful tears in our eyes. Protecting ourselves from the sparks as best we could, we went further into the hills. Yokohama was wholly submerged under a sea of fire by seven o'clock in the evening. In the city the oil tank belonging to the Standard Oil Company had caught fire, and was sending red spears to the skies. Overhead the sickle moon was gliding along as peacefully as ever.

At about three o'clock on the morning of the following day I asked the son of the school servant to go and see the state of our school. In about half an hour he came back and said, "The school was completely burnt down, except the outbuildings. It is very hot, but we may yet manage to stay there." We all decided to return to school. Kawai said, "Will you take me with you? I will not weep any more." "That is the very last thing we shall forget to do." Answering thus, I took the wounded boy on my back and started for school. As we went along the destroyed streets, we found many men and women wandering about distractedly. The bridge that we had crossed on our way to the hill was replaced by a board. Near the school some neighbours were found huddling together.

We placed the Imperial portraits on a table and prepared for passing the night there. Morning came, and the sun rose as punctually as ever. All were dead tired, both healthy and wounded. They were sleeping like so many logs.

In the morning we were making preparations for building a barrack, when the principal appeared, and I told him all that had happened since the appalling disaster first visited us. He was very grateful to us for our small services. He made a bow to the portraits on the table.

The head-teacher put in his appearance, and asked us about the portraits. We pointed to the table in silence. He was overjoyed. Then the father of Ishimaru came in search of his boy, and, finding him hale and well, he took the boy away with tearful gratitude. Kawai's mother, at the sight of her boy, said, after a ten minutes' fit of sobbing, "I could bear all the horrors in the Park for your sake alone. If I should have found you dead, I would not live either."

We were reduced to nothingness but a human body. I asked those who had families to return home, leaving me to guard the Imperial portraits in company with the

servants and Mr. Sasaki. The barrack was soon completed. The next thing was how to get our provisions. The director of the School Support Society gave us two bushels of rice. For potatoes and soy we had to search among what remnants were left in the burnt city. We found several broken cups, out of which we sipped a small quantity of unhusked rice broth that evening. We had to be content with this simple fare for ten long days.

The Imperial portraits were at last safely handed over into the hands of the municipal authorities. Many a day passed in gathering the burnt bones of my friends.

Yokohama, the first and greatest port in the Orient, was laid in ruins in one night, becoming but a field of black ashes. Magnificent buildings along the bund disappeared into nothingness. "What a complete destruction!" we said, at their desolate sight. Countless numbers of dead bodies! Many people wandering about, parents in search of their missing children, little ones in search of their fond parents. It was enough to make us doubt the grace of God in sending upon us such a terrible disaster without any gravest offence against Him. We shed many a resentful and woe-begone tear over the hot ashes of the destroyed city.

THE TEACHER.

BY WILLIAM PLATT.

It was a "mixed" school in the east-end of London. The teacher stood in an easy attitude before his class of boys and girls. His colouring and height were medium, his frame slender, yet supple and strong. His manner was of the very gentlest and kindest, yet never what the children expressively call "soft." He looked on these children as the ideal father would look on them, loving with an understanding love. Thus he taught them, without effort; a born artist at his job. And these boys and girls, brought up in the rough neighbourhood of the docks, understood and responded. Never was his gentle guidance abused. Children used to a curse and a blow had no counter-swing of rebellion against this man whose method was so easy, whose yoke was so light. As a flower to the sunshine, so they responded to his unforced autocracy of sympathy. We of the Training College, whose duty it was to inspect and discuss this man's work, said to one another: "What have we to say about a man like that, a Heaven-sent teacher who knows his work better than we can tell it to him?" And the Vice-Principal, himself a fine teacher and a wide-minded, generous man, said: "He is a better teacher than I am."

When the official talk was over, a few of us, from sheer interest, discussed him further: "Why is it that he, the ideal type of father, has grown to the age of thirty and has not married?"

"Some love disappointment, probably."

"Or does he find in his class the ideal family, every one of them a true child to him, as he is a true father to them?"

"Of what does he most remind you?"

"Of Christ in the midst of the children, saying: 'Suffer these to come unto me.'"

STORIES FROM OVID.

APOLLO AND DAPHNE.

(Metamorphoses I, 502-552.)

Apollo, fresh from slaying the Python with his arrows, mocks at Cupid's puny bow. The little god in revenge fires him with love for Daphne, daughter of the river god, Peneas, who rejects his suit.

Swifter she speeds than speeds the fleeting breeze,
Nor cares when Phœbus calls with words like these:—
"Stay, river maiden, stay; I am no foe;
Not as a wolf do I a lamb pursue,
Nor as an eagle hunts the timid dove:
The cause of my pursuit's not rage, but love.
How do I fear lest in the thorns you fall,
With bleeding limbs, and I be cause of all.
Rash girl, you do not know from whom you fly:
You do not know; that is the reason why.
Nay, do not run with such excessive speed,
And then I too shall not such effort need.
I am no common swain, nor do I keep
Upon these hills a flock of bleating sheep.
I am the son of the All Highest; mine
The realm of Patara, and Delphi's shrine,
Claros, and Tenedos: by me men see
What is, what has been, what is yet to be.
By me the lyre responds to tuneful song.
To me the bow and its sure darts belong:
Ah, that Love's shaft more certain than my own,
Has pierced my heart and to my vitals flown.
Throughout the world all herbs obey my call,
Who did invent the art medicinal:
Alas, that love cannot by herbs be healed,
Or those kind drugs that I to men revealed.
More would he say; but lo, the timid maid
Fled from his side and left the words unsaid.
Yet even then she seemed surpassing fair
As the soft breeze showed all her body bare,
With garments fluttering in the wanton wind,
Her hair unbound and streaming loose behind.
"No more," he cries, "of loving words I'll waste."
Flight spurs desire. He follows hot in haste,
E'en as a greyhound, when a hare's in sight,
Seeks out his prey, while she in headlong flight
Herself seeks safety, and can scarcely know
Whether she be already caught or no;
So close the muzzle to her flying heels,
So near the fangs that closing round she feels.
Thus ran the god and maid, she sped by fear
And he by hope, on love's wings drawing near,
Nor gave her time for rest, but with hot breath
Fanned her loose hair and her white neck beneath.
At last her strength was spent, and loud she cried,
O'ercome with terror, to her father's tide:—
"Help me, dear father, by thy power divine,
And change the fateful beauty that is mine."
Scarce had she spoken when a torpor fell
Upon her limbs; a thin and bark-like shell
Begirt her bosom; where her hair had been
Sprung forth a maze of boughs and foliage green.
Her face, so fair, took on a leafy dress;
Her flying feet the clinging tree roots press;
All, all is changed, except her loveliness.

F. A. WRIGHT.

A TEACHER IN THE MAKING.

BY J. EDWARD MASON.

The following notes are written by a graduate student taking a course of training in teaching in one of our leading provincial Universities. They present an interesting view from the inside.

THE beginning of the fourth year of study marks an important point in the training of the teacher. At the end of my graduate course I left the University with the feeling that I had made some small advance in one particular field of knowledge, that my eyes had been opened and that I was now in a position to go forward and embark upon the career which I had chosen. But the beginning of the fourth year brought with it strange hopes and some forebodings. How was this new course, this conglomeration of pedagogics, crowded into eight months, to stand in regard to my previous studies? Was this year to be a mere interruption in my pursuit of a knowledge to which I could return, or was it to prove a new influence in the shaping of my life?

Whether for good or bad, the new work was not long in making its influence felt. For the first part of the term I read widely if not consistently. The various courses of lectures appealed by their very strangeness and unfamiliarity. And then, crowning joy of all, there came the practical teaching. For a time I almost re-lived my past school experiences. But a difference soon made itself felt. As a schoolboy I was under the eye of the master, though sometimes lost in the class to which I belonged: here I was an individual responsible for the work of the boys. This was to me the opening up of a new world, after the somewhat cramping influence of academic studies.

My first response was to take stock of all that I had thought about this subject of Education. Here was a faculty in a University devoting its energy to the study of this subject. But what lay at the back of it all? With history and literature I had been made consciously aware of an intrinsic value. Shakespeare and Chaucer, Milton and Shelley, the Magna Charta and the Petition of Right were powerful forces with historical prestige behind them. But Education seemed different; here was a something often termed "the new-fangled science" in which I could find no definite standpoint. Satisfaction came only when I discovered that with Education, too, there was a definite historical basis. Pestalozzi and Froebel, Herbart, Spencer and Arnold soon convinced me that there was something really great in the subject, and I decided to try and find out what that something was.

My interest thus aroused, it was not long before I was whirled off into the maze of educational treatises. For a time I browsed widely. Books on the teaching of any subject, books on the principles of teaching, were all of equal interest. But as the lectures progressed and as my experience in class-teaching continued, my choice became more selective. At last I had found an excellent opportunity for correlating my present work with all that I had done before. It was not long before I was anxiously considering how it was best to teach my own particular subject. Soon I was collecting a suitable bibliography on the matter and had begun the writing of an extended essay on the Teaching of English in Secondary Schools.

But in discussion class and elsewhere I felt that this deliberate selective attitude was liable to cut me off

from my fellows and to produce an exceedingly narrow outlook. My response this time was more cautious. The importance of studies like psychology and hygiene I now fully realised, and it occurred to me in a way that it had never appeared before, that no matter what the subject and no matter what type of school the factor which remains the same in all forms of teaching is human nature. It was now time not to consider so much my "subject," but the young people to whom I had to teach it. This naturally involved a study not only of such subjects as psychology and hygiene but a systematic analysis of the principles employed.

The actual work of school practice offered the readiest means of allowing these two spheres of activity—namely, the study of the individual and the study of educational principles—to interact and so produce the method of teaching which I proposed to adopt.

Coming as I did straight from the University to the school, and with the memory of my own school days still fresh in my mind, I was full of high plans and noble aspirations. I remembered the teachers who had taught me. I distinguished those whom I thought successful from those who had failed, and I decided as far as possible to copy the successful teachers.

At first I felt decidedly awkward in my classroom. My own voice sounded strange and uncontrollable. My boys undoubtedly felt as ill at ease as I did. Neither party knew the other, and until we did I felt that all hopes of good work were futile. How then was I to get into that natural relationship with my boys which was so essential to our work? Clearly it must not be forced. Indoors it was advisable to go about one's work as naturally as possible, making every attempt to know the boys better, and utilising every opportunity for individual work with them. But the class room alone was not enough, and it was only when I met them in the gymnasium, helped them over the horse, showed them how to play "captain-ball," or rolled with them in the mud on the football field that I felt I was beginning to know the boys and that they in turn were beginning to know me.

With the new teacher, too, the problem of discipline presents special difficulty. Tension is felt at once when the supervising teacher has left the room. But boys have only to learn that here is a master who is willing to help them, who will grant them all necessary liberties but who will insist on a certain recognised standard of class conduct.

But the brightness of the future must not be allowed to dim their visions of the present. When I first entered the diploma course I bewailed my unhappy lot where I, an arts man, with two or three other students of the arts, was sandwiched into a "group" of confirmed scientists. I would not now have this changed, however, for I recognise that a system of group selection wherein all students of like interests were congregated together, however much it might aid the subject of discussion, would succeed into freezing us all. It is essential that the teacher, above all men, should keep an open mind and this should be encouraged in the training colleges.

ETON IN THE FORTIES.

BY S. T. H. PARKES.

The following picture of Eton under Dr. Hawtrey is based on Lord Redesdale's "Memories."

Lord Redesdale traces descent from the Conquest, but in his references to famous forbears he does not mention a namesake and kinsman, the Rev. John Mitford, celebrated by Charles Lamb as "a pleasant layman spoiled." The "Memories" give an attractive picture—brilliant, light hearted, affectionate—of the author's schooldays at Eton. He went there in 1846 as a boy of nine, and writing in 1915 (*æt.* 78) he recalls his "mixed feeling—a great joy, a shrinking fear—before the plunge into the great unknown." The time-worn beauty of the ancient school, its historic associations, its traditions, left their life-long impression on his mind. He records his awe when led through the gate into the school-yard with the statue of the King-Founder and the entrance to the cloisters under Lupton's Tower; thence into the playing fields in which stood the elms planted when Charles the First reigned. He pictures the beauty of Fellows' Pond, of Poets' Walk, of the great Castle towering above the Thames. His description of the Head Master's house, still standing, its red bricks and tiles mellow with age, brings to mind Julius Hare's rectory, fit dwelling-place for a scholar, at Hurstmonceux: "the whole house one huge library, books overflowing in all corners, into hall, on landing places, in bedrooms, and in dressing-rooms." It is doubtful, however, if the latter luxuries were available at Eton in the forties. The old tumble-down, crazy tenements, weather-stained and patched, occupied by tutors and dames, had undergone little change in half a century, save in the sense of "change and decay." Baths were unknown. In summer there was bathing in Father Thames, at Upper Hope, in Cuckoo Weir, and at Athens. In winter, foot tubs of hot water were carried to the various rooms on Saturday night. The sanitary equipment of a modern workhouse would compare royally with that of England's premier school in the middle of last century.

Lord Redesdale draws a noble portrait of Dr. Hawtrey, the great Head Master who reigned at Eton during most of his time there. He pays tribute to Dr. Hawtrey's reforming energy and is grateful for the inspiration of his teaching, saying: "To be a good Head Master of Eton demands many qualifications. Dr. Hawtrey had them all."

Of his reforms, suffice it to say that it was he who broke through the crusted usage of centuries and made mathematics and modern languages a part of the curriculum; who substituted competition for nomination to scholarships; and despite bitter opposition, abolished Montem. With the help of Provost Hodgson and at pecuniary sacrifice he strove to improve conditions for boys on the foundation; to give to collegers better housing and a standard of comfort such as they had not enjoyed before. His efforts to improve relations between collegers and oppidans were less successful. A number of oppidans, including Redesdale himself, who had been in the school for some years and had made their friends among oppidans, were induced to compete for college. Thus it was hoped to establish a leaven of intimacy between the two camps; but in effect the new collegers lost their oppidan friends and were but coldly received by the collegers.

Dr. Hawtrey's teaching was inspiring and illuminating. With him, the divine poetry of the Greeks was not a mere "peg upon which to hang grammatical problems; he strove to reveal its soul and so to arouse a love of philology, lighting in the young minds of his scholars the same spark of enthusiasm which had been the beacon illuminating and making beautiful his own life." Versed in the European classics he would illustrate his lectures by quotations from French, Italian, and German sources, "and so by his observations in comparative criticism he would galvanize into new life the beauties of the ancient writers," redeeming them from the dullness incidental to mere lesson-work. "There was something bright and sunny and joyous in his scholarship, which was wholly free from pedantry, and unlike that of the two men, Dr. Keate and Dr. Goodford, who preceded and followed him in his office."

Redesdale was equally happy in his tutor, Francis Edward Durnford, "best and kindest of men"; and he names among contemporary assistant masters Edward Coleridge, "a famous tutor, son-in-law of Dr. Keate"; William Cory, "a sound scholar and no mean poet"; and Edward Balston, afterwards Head Master.

Training under such auspices proved a sound preparation to the sixth, and Redesdale was high up (second) in the sixth when he left. He was also in the boats, member of Pop, and captain of his house. Speaking of his last dull year and a half under the later Head Master, Dr. Goodford, he exclaims: "What would I not give now to have had the privilege of passing that year and a half under the illuminating tuition of Dr. Hawtrey! What a gift to be able to teach and in teaching please—practically to strike out from the dictionary the hateful word 'lessons.'" Mr. Gladstone wrote of his own introduction to Dr. Hawtrey and to Eton: "It was an event in my life. He and it together then for the first time inspired me with a desire to learn and to do."

After a few months abroad Redesdale coached successfully for the Slade Exhibition at Christ Church under the Rev. William Edward Jelf. His work was done in his own room; with Mr. Jelf he had but one hour a day; "but then it was such an hour!" Speaking as an experienced diplomatist and oriental traveller he affirms that, apart from culture, such work as he did under Jelf, "dissecting every sentence and every particle in the Medea with the help of his Greek grammar," affords a mental discipline, a "gymnastic exercise of the brain" invaluable for scholarly study of modern and oriental languages. Under Dr. Hawtrey he had been granted an early vision of the finished fabric in its beauty and vitality; for him, this arduous spadework came later. Denied such vision at the start, how many a disheartened neophyte has dropped out under the unmitigated drudgery of the spadework!

Winchester College.

The Rev. A. P. T. Williams, Second Master, has been appointed to succeed Mr. M. J. Rendall as Headmaster of Winchester College. Mr. Rendall retires in July.

AT THE PLAY.

BY GERTRUDE VAUGHAN.

"The Forest." By John Galsworthy.

When *Amina*, wild forest cat that she is, makes that wonderful spring—really wonderful for a young English actress—and stabs *John Strood*, my only regret is that it is not *Adrian Bastable* who falls a victim to her agility and jealous rage. For it is the Bastables of finance, much more than the Stroods of the outposts, who should be removed to a different sphere and prevented from doing more harm on this earth! And if this earth, this human life, is a forest in which some of us have lost our way—the simile is taken from Stanley's travels in Africa and put into the mouth of one of the characters—it is the Bastables more than the Stroods who are among the wanderers.

Bastable, already the possessor of more money than is good for any one, plays with trusting and innocent human lives; he sends them into the waste places of the globe in order that he may become even richer; he is, in a word, Mammon. That, indeed, might have been the title of the play, but I find that since I saw it I have thought of half a dozen titles by which it might have been described, which is only to say, in other words, that like all Mr. Galsworthy's plays it is as full of ideas as a properly made roly-poly is of currants.

In bare outline, the plot is that certain comfortable people in London, by way of sending up the value of certain shares, trail the red herring of anti-slavery before the eyes of a trusting public. The period is just before the South African War, and it is not to matter whose corns are trodden upon so long as the revelations are lurid enough. *Beton*, whose own experience of life has made him an ardent believer in colonisation, has watched the thousands of pale-faced city workers pouring over the bridges morning and evening. London, Leeds, and other big cities, he says, are only another aspect of jungle life; the struggle for existence is the same. He is an advocate of coolie labour—but this is not to be whispered until the general meeting. There is also *Lord Elderleigh*, representing evangelical missions; a Liberal editor; and as adviser on the conditions of the country, *Tregay*, a war correspondent, has been invited. But *Tregay* is too honest ("he has a nose"), and is soon sent about his business. The money is subscribed for an expedition; *John Strood*, apparently a kind of free-lance explorer, is cabled to, and we are transported to the Albert Nyanza, where *Strood* is getting his party ready. It consists of *Captain Lockyer*, *Dr. Franks*, *James Collie*, *Herrick* (who goes in order to find a rare monkey), *Amina*, the native wench who has attached herself to *Herrick*, and whose brother is chief of the region they must traverse, and Soudanese soldiers and carriers.

But *Strood* is side-tracked by *Samway*, an adventurer (by the way, descriptions have to be invented as one goes along, for the programme is no help on this point), into going far beyond the original objective. *Samway* says there are diamond mines down south, and being himself laid up with a leg mauled by "that guy" whose skin hangs on the wall of his hut, he persuades *Strood* to race a certain Belgian, the only other individual who knows about the mines.

In the heart of the most thrillingly realistic jungle the secret that diamonds are the real object of the journey comes out; attempts at mutiny are crushed by *Strood's* nigger-driving methods; there is an incident in which *Amina* steals *Samway's* letter of introduction to her brother the chief, and her hatred of *Strood*, the bully, who puts her under arrest, culminates in that final spring with the shining blade. *Dr. Franks* is sent back ostensibly in charge of the sick carriers, but in reality because of his plain speaking; *Collie* is killed by savages, *Herrick* dies of fever and exhaustion, and the expedition is a dismal failure.

In the City there is faked news of *Strood's* safe arrival. *Bastable* blandly refuses to believe in the "pessimistic" views of *Dr. Franks*) and of his discovery of a new "De Beers" mine; there is a sensational rush on the shares, and some very plain speaking from *Tregay*, *Franks*, *Lord Elderleigh* and the Liberal editor.

But *Bastable* is rich, so what does anything matter? The final curtain goes down on a fine bit of acting when this arch plotter, alone in his office, disgraced but still the "mystery man" of the City and more than content with himself, having handsomely rewarded his jackal secretary and doubled his charities, leans back in his chair closing and unclosing his fingers on invisible money bags, or perhaps merely as an expression of his relief at having come safely through a very tight place. Rather the fate of *Captain Lockyer* and the gallant little Scot, *Collie*, a thousand times than that smug self-congratulation on a scoop that has cost human lives!

"What fools we were to come," says *Lockyer*, hamstrung and ill in the jungle. "I'll just put out the light," he says quietly when *Strood* and *Herrick* call him to follow them and escape from the savages. *Lockyer* knows he cannot go another step; he puts out the lantern hanging at the tent door, goes inside, and is lost in the blackness of the forest. A very gallant gentleman!

Not a merry play! And not a play for children. But a play for people who claim to be grown up and to reflect occasionally on the purpose or purposes of existence on this planet. That is where Mr. Galsworthy compels our interest, even apart from any question of dramatic construction or artistry; he forces us to get to work and do a little thinking, if not to fashion for ourselves some sort of philosophy of life.

MAANHAAR: The Adventures of a Lion Family and other East African Sketches: by A. A. Pienaar. Translated from the Afrikaans by B. and E. D. Lewis. With an introduction by Sir Percy Fitzpatrick, K.C.M.G. (Longmans. 3s.)

Here is a real nature-study book, full of interest and vitality, giving pictures of lions, elephants, rhinoceros, and other "big game" in their native wilds. The writer is evidently one who knows at first hand the kind of thing which he describes, and although he turns the animals into characters in a tale, he does this without turning them into pseudo-humans after the fashion of some authors. Yet he succeeds in making us feel a certain kinship, and one reader at least has been confirmed in his belief that the sportsmen who sally forth to kill "big game" might be better employed. The most charming chapter in this excellent book is one devoted to a description of a day spent in observing the habits of wild creatures with no attempt to kill them. Maanhaar ought to be in every school library. F.R.

MUSIC.

NOTES ON RECORDS—IV.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

ALLEGRO AND AIR FROM "THE WATER MUSIC." HANDEL. THE HALLE ORCHESTRA CONDUCTED BY HAMILTON HARTY. (COLUMBIA L1437.)

This record is useful in learning something about the orchestra, and listening to contrasts of the various families which make an orchestra. *Strings* (violins, violas, cellos, double basses); *wind*, divided into *Wood* (flutes, oboes, clarinets, bassoons) and *Brass* (horns, trumpets, trombones, tuba); *Percussion* (drums of various kinds and other instruments which are struck); can be recognised on the gramophone, though all the foregoing instruments are not used in this record. After an acquaintance with the orchestra listen to the military band we heard in the Henry VIII Dances (E.O., March, 1924) and notice the difference due to the absence of the strings.

Allegro. In the first part of the Allegro the brass begins (trumpets) and the wood and strings immediately reply; this alternation of brass with wood and strings continues through the opening section. About one-third of the way through the record the horn can be heard softly under the other instruments. In the middle of the record the strings and wood wind have a more extended passage in which strings and flute are especially noticeable. Towards the end the trumpets again appear, and then soon follows a delightful soft passage for strings and flute with other wood wind. Strings, wood and brass all unite at the finish.

Air. The first section of the air is played by the strings. About a quarter of the way through the record the oboe begins a new tune, in the minor, and accompanied softly by the other wood wind, the strings joining in after the first phrase; an oboe solo with wood wind accompaniment is again heard, and then strings and wood complete the sentence. A return is now made to the first section, again played by the strings, but this time ushered in by a soft note held on the flute. A beautiful soft ending, in which the horns join the wood, is noticeable, with strings coming in for the final phrase. The horn, which blends equally well with all of the orchestral families, is the only brass used in the air.

The above are two of the twenty-one movements of the Water Music which Handel composed in honour of King George I, for a band consisting of flutes, piccolos, oboes, bassoons, horns, trumpets and strings. There are two stories of its performance. Handel, who was George's chief musician in Hanover before he succeeded to the English throne, had obtained permission to visit England, with the result that he determined to make his residence here.

Good illustrations of each separate instrument of the orchestra are to be found on the Columbia Orchestral Instruments records 3198, 3199, 3200.

Things we have noticed: The orchestra, sound of strings, wood, brass, trumpets, oboes, flutes, horns, Handel, Water Music.

Music for Children.

By M. D. CALVOCORESSI.

The following interesting article is reprinted from "The Music Bulletin" by the kind permission of the author.

Everybody concerned with the musical education of children should digest, and daily remember, Mr. Dennis Arundell's protest against the "tin-pot stuff" often foisted on beginners, and his axiom "it is not only bad musicians who write bad stuff for children," should be printed in bold capitals on the walls of every school's music-room. Another warning (which I copy from Mr. Greening Lambourn's "Rudiments of Criticism," substituting the word "composer" for the word "poet") might be placed beside these:

"It is ridiculous to attempt to force upon children details of the composer's life before they have learned to love the poet's work."

But to keep to the question of the child's repertory, what I wish to say is that there exists a fair amount of high-class, easy music, if only you know where to look.

Were I to devise a curriculum, I should certainly start with Schumann's "Album for the Young," and follow with Bach's easy pieces—provided, as Mr. Arundell points out, I knew the teacher to be capable of helping the child to realise that they are music and not merely patterns in notes.

I should insist upon representative examples of contemporary music being included as soon as possible. For the four books of easy pieces by Bartók, every sensible teacher should be thankful. They have made headway since the time when I first recommended them (in 1913, lecturing at the "Musicians' Holiday," when Miss Nancy Gilford played a number of them). But they should be more widely known. Nothing could constitute a better introduction to the music of our own period.

Equally delightful, equally valuable, and equally original are four books of easy pieces by Charles Koechlin. I specially recommend, in the "Dix Pièces Faciles," the Nos. 1, 2, 7, and 9; in the "Douze-Esquisses," the Nos. 1, 2, 6, 8, and 12; in the "Pastorales," the Nos. 1, 2, 7, 8, 11, 12, and the whole of the "Douze Petites Pièces." Study of these lovely little pieces will go far towards developing a sense of rhythm, phrasing, and colour. And they are worthy of inclusion even in programmes of music for fastidious adults.

With regard to first steps in the study of theory (especially notation), I think that the musical games invented and sold by M. P. Martenot, of Paris, will be found very useful. They are ingenious and simple. They provide help of a kind never devised before. I understand that sets for use in English-speaking countries may shortly be on the market.

ART.

Art and Geometry.

M. Kelsch, a Belgian mathematician, has given twenty years of his life to studying art by much the same method as men study the stars, willing to discover that the designing of pictures is based on certain mathematical laws. As far as his proofs go, and no doubt M. Kelsch is a sufficiently good scientist not to claim beyond his proofs, his theory is true enough. His assertion is that in many pictures by the great masters the composition is bound by certain co-ordinates which pass through certain canonical points in the figures which make up the composition. For instance, in the Raphael "Transfiguration" there are some dozen or more such vertical parallel lines, the same number of horizontal parallel lines, some fifteen or so inclined to the right at 44° (sic), and some fifteen inclined to the left at 46° (also sic). This is not quite all, but enough for the present. As to what these canonical points are it must be admitted that they are numerous, in fact their number is suspiciously great but consistent, however. Instance, the bridge of the nose, any of the joints, transverse bi-sections of any parts of the limbs and sometimes the extremities. Yet it must be admitted that in cases such as that of the Raphael the mathematical exactness with which the parallel lines each pass through in most cases at least five and sometimes more of these points is too palpable to be mere coincidence, or even subconscious designing. In one case of M. Kelsch's experimenting he has discovered something which no one has before, and this concerns Botticelli's "Madonna of the Magnificat." In this picture, which is circular, there are almost vertical co-ordinates which, as the picture now hangs in the frame—are inclined slightly to the right. There are co-ordinates at right angles to these and furthermore a set of radiating lines coming from a little to the right of the top centre of the picture. If the picture is rotated in the frame till the first-named are vertical the whole geometrical basis becomes symmetrical. On seeing two photographs of this same picture, one as it exists and one placed according to M. Kelsch's discovery, we are bound to admit that the latter is most obviously the intended framing.

As far as the wider issues are concerned one wavers between believing it to be of major importance and a suspicion that it may be, as the Babu said, "an important contribution to the science of equine oviology." One feels a doubt in seeing how admirable are the works of Sebastiano del Piombo when approached with ruler and compass in hand; how mathematics prove them to be marvels and yet when we attempt—as M. Kelsch begs us—"to bathe in the radiance in which he has bathed," we find it to be nothing but artificial light. Nevertheless the subject is too fascinating to be passed over lightly. It is probable that something like its principles has existed in the minds of most artists, and that investigations along these lines give interesting results. Cezanne, if not perfectly aware of it, and among the old masters there is a Giotto that yields astonishing results. M. Kelsch has written a very comprehensive book on the subject.

RUPERT LEE.

GLEANINGS.

The Making of a Schoolmaster (from "Isles of Illusion." Bohun Lynch).

"He was a bank clerk for a very short time, and then at about the age of nineteen began a long period of teaching by acting as a junior master in a preparatory school. Quite obviously, he must have taught well. For a man who had himself been educated at 'no-particular-sort-of school or university, he got comparatively good jobs. We most of us know—and I, for one, know from personal experience—that what is known as the hall-mark of the usual public school and university, together with some tuppenny athletic distinction, will bring excellent scholastic 'openings' to the large feet of the veriest dunce. They say it isn't quite so bad as that nowadays. I don't know. I hope not. I know it used to be for ten years on either side of 1900."

The Value of General Knowledge (Mr. T. P. O'Connor in "The Sunday Times").

"One of the things I always insist on when I am dealing with the question of education is that every boy and girl should get a general training in all forms of knowledge—large or small, according to their inclinations; for I am convinced that even a smattering of any subject may yet turn out handy later on. To me there is no more untrue saying than that a little knowledge is a dangerous thing; on the contrary, I think it a most useful thing; unless a man is conceited enough to think that because he knows a little he knows everything."

"We remain there" (from "The Opinions of Jérôme Coignard," by Anatole France. New Popular Edition published by John Lane).

Lesturgeon, our landlord, said: "You know the school where the children of the Rue St. Jacques go to learn their alphabet is built of wood, and a slow match and a few shavings would suffice to make it blaze like a veritable midsummer night's bonfire. I warned the gentlemen of the Hôtel de Ville about it. My letter did not err in style, for I had it written for sixpence by a scrivener who has a stall under the Val-de-Grace. I represented that all the small boys of the neighbourhood were in daily danger of being grilled, like chitterlings, which was a matter for thought, having regard to the sensibility of mothers. The magistrate who has to do with the schools answered politely, after a year had elapsed, that the danger . . . roused all his solicitude and . . . he was sending a fire-engine. . . . The children will learn in a few days to manage the engine, which the town consents to grant them free. I dictated a reply . . . 'in the school-house . . . are two hundred youngsters, of whom the oldest is but seven years of age. These are fine firemen, sir, to work your fire-engine. Take it back again, and have a school house built of stone and rubble.' This letter cost me sixpence, including the seal. But I did not lose my money, for after twenty months . . . the magistrate assured me that the youngsters of the Rue St. Jacques were worthy of the care of the Parisian magistrates, who would prudently watch over their safety. We remain there. If my magistrate leaves his post I shall have to begin all over again, and pay a shilling once more to the scrivener in the Val-de-Grace."

SCHOOLCRAFT.

FRENCH ON THE DALTON PLAN.

BY EDITH C. STENT. *Queen Ethelburga's School, Harrogate.*

After experimenting for about three years I have little doubt that the Dalton Plan is going to be a great help to the teaching of modern languages by the Direct Method, at all stages except the earliest. During the first eighteen months there may be difficulties in the case of very young children who, for obvious reasons, cannot be expected to have sufficient knowledge to do much efficient work upon their own responsibility. Even at this stage, however, I am almost convinced that the principles of the plan can be applied.

The difficulties of using the Dalton Plan for the teaching of French appear, at first, to be almost insurmountable, but thought, use and adaptation open up all kinds of possibilities and reveal the inherent reasonableness of the scheme. Far from undoing the splendid results produced by the Direct Method it seems to intensify them. Initial difficulties of language are grasped more quickly, and a personal and intimate knowledge is gained.

We can have class lessons in grammar, phonetics, composition, reading and recitation, suitable to the capacity of the learner and at times when the need is apparent, while as an individual the child can read and find out what it wishes to know of the life, customs, literature and art of the country whose language is being studied. Two things are necessary, however—a good up-to-date library, and a keen well-travelled teacher, one who is ready to do research work with each individual boy and girl.

In thinking over the various educational experiments of the last fifteen years one seems to realise that we were ripe for the Dalton Plan; it is for this reason, perhaps, that the method has taken such a hold in this country and is being practised with such good and interesting results. There is no doubt in the minds of those who have tried it that the plan has come to stay, so that every specialist who seeks the best for his subject is faced with the question as to how the Laboratory Plan can be adapted and utilised.

So far I have made experiments in three different schools:

1. Bedale's School, where only part of the school came under the Dalton Plan.
2. Roedean School, Johannesburg, South Africa, where only French came under the Dalton Plan.
3. Queen Ethelburga's School, Harrogate, where the middle and senior divisions of the school came under the Dalton Plan in a modified way for all subjects except Latin. Here modifications are necessary because of the difficulties of arranging free days for laboratory work owing to the large number of subjects taught.

In each case the obstacles were many, but the results have always justified the experiment. Difficulties have to be met and arranged for as is the case with all methods, but I have found that the necessary arrangements are easily made and, fortunately, difficulties can no longer be hidden away out of sight by mere routine work. Teacher and taught benefit because of the increased opportunities afforded for natural progress and development.

For myself I do not feel that the Dalton Plan has caused any big upheaval in my teaching of French by

the Direct Method; on the contrary, it has increased the possibilities of the Direct Method by bringing me, even more frequently, into direct contact with the individual pupil. I now get that pupil into a laboratory where only French is being taught, and where he or she has chosen, for some special reason, to be present. I no longer trust to chance meetings at odd moments.

In actual practice I find that my corrections per week are often less than they were formerly. So many of the children come to individual periods and ask for their work to be corrected with them; they value highly the possibility of immediate correction upon completion of an exercise when mistakes can be explained personally and fully. Moreover the time taken in the corrections of both weekly exercises and monthly tests depends, very largely, on the character of the assignments.

In the case of large classes the Dalton periods of individual work save much waste of time and energy. Assignments and grades can be arranged to suit the normal as well as the abnormal child and thus banish some of the troubles that beset the teacher who has to harangue a class at every lesson in order that the pupil shall hear French whether it wants to or not.

With regard to very young children: I do not now teach children younger than eleven years of age and I often wonder whether the majority of children under that age do get much benefit from the study of French and whether all the immense effort expended by the teacher is justified by the results. It is possible that such children would gain more in the end by a longer preliminary period of general language teaching. Much, of course, depends on what is meant by general language teaching.

If, however, I were asked to teach French to children younger than eleven I should not hesitate to use the Dalton Plan and should be glad of the individual periods, which could be used for transcription, picture vocabularies, pronunciation and many things which little children need in language lessons and never get enough time for in French.

In my present school the Dalton method is applied as follows: The school is divided into three groups—Junior, Middle and Senior. The junior school has five grades, the middle school six, and the senior school six. Each month's work includes six periods of forty minutes each and there are three specialists. Each grade can have two lessons, one conversation lesson and three individual periods each week. The individual periods are taken, as far as possible, at times when there are no group lessons for the grade, in order that the specialists may be available. For this the laboratory is open on six other periods a week. So that where a school works in two divisions, junior and senior, the specialist has twelve teaching periods and six individual laboratory work periods a week; where there are three divisions, junior, middle and senior, and three specialists, each specialist has eighteen grade lesson periods and six individual laboratory work periods. Each child must put in a minimum of two grade lessons, one conversation period, and three individual work periods per week.

For the oral work one or more grades are called together once a week, or more at the beginning of the term, for phonetic and pronunciation lessons. French is spoken at the French dinner tables in each dining room, and a French dramatic club meets once a week. Each child has a special conversation lesson once a week with a young French girl. In this way the oral work has been steadily improved, because each child can have its own difficulties in pronunciation explained individually, and special exercises can be given and practised in the individual work periods.

The assignments are given at the beginning of each month. I usually put mine on the blackboard and leave the children to make their own copies. I divide my assignments into :

- Reading (a minimum number of pages to be read) ;
- Grammar and exercises ;
- Oral work ;
- Dictation (to be prepared).

I generally take the first lesson of the month to explain all that is involved in the assignment and I ask the children not to commence any new work which they do not really understand ; these explanations are usually given in English.

A larger copy of the assignment is also put on the notice-board with the names of the children in each grade, the name of the laboratory and the time-tables of grade and individual work periods.

I give no details of the assignments because these depend so much on the particular needs of the school and on one's own method of teaching. I will only say that though setting assignments is difficult at first the work becomes easier and easier as more and more experience is gained and they are most interesting things for the teacher with a gift for organisation. In addition to the regular assignments for the grade I am introducing extra "quick reading" to interest the speedier workers and I find that now even the juniors are asking for extra books. This reading is tested from time to time, either by oral or written composition.

There is one matter which it is difficult to avoid and yet almost impossible to advise about—the choice of books. These depend on the type of pupil, the individuality of the teacher, and the opportunities of both. With some children as with some teachers almost any good book can be used with equal advantage ; in the early stages a good "First Course" is advisable, though, later on, all that is really necessary is an interesting French library, a good dictionary and a reference grammar. Of "First Courses" already existing and suitable for teaching by the Dalton Plan, the following, amongst others, can be recommended :—First French Course. (E. C. Stent. Methuen.) Mes Premiers Pas en Francais. (Chapuzet and Daniels. Harrap.) Mon Premier Livre Francais. (F. M. S. Batchelor. Clarendon Press.)

SONGS FROM THE POETS : by Alec Rowley. (J. Saville and Co. 3s. 6d. net.)

The words are all good and are collected from Blake, Dekker, Keats, Tennyson, and others. The music is equally good, the composer writing very attractively, for children. Two of the songs, "Golden Slumbers," and "Pack clouds away," have an optional second part. The whole collection is altogether pleasing.

A.G.

THE CHILD WHO WON'T.

BY ALYS GARNETT.

The Winning Essay in our February Competition.

The child who won't ! We all know him—wearying—perplexing—exasperating—yet, usually, so lovable withal.

He is a complex little person, generally full of ability to do if he but will, yet somehow driven, by an uncontrollable force, into desiring *not* to do. This manifests itself in different ways. One child will exhibit the spirit of "won't" in what seems sheer perversity. Another, utterly without guile, makes it quite apparent that he does not desire to learn or do the action in question, and therefore he *will* not. And who does not know the child in whom it appears as a king of apathy and surrender to an imaginary inability to perform what is required of him ! Most of us have experienced the "I don't know," or "Oh, I can't do that," in response to a question, or a direction, the fulfilling of which we know well to be within the power of the delinquent.

For all children who "won't," there is a remedy, if only it be applied with sympathy, whole-heartedness, and patience. It is called "Understanding," and it removes the "won't" and substitutes a "want" by creating interest and the desire to *do*.

Force will oblige a child to perform certain things required of him, but its effect is only of temporary duration, and its bad influence upon the child's mind and spirit far outweighs the good it is intended to produce. Persuasion or gentle admonishment are equally futile. The child who has sufficient spirit to "won't" is a child wherein is material which will build great things if but rightly prepared. Cajolery or force will neither of them win his respect, and without respect good influence is impossible.

Such a child has usually abundant energy, and his interest is keen when it is aroused. It is to this, then, that we should turn our efforts. Arouse the interest and curiosity of the child who won't. Show him a portion of the work you require him to do, in such a manner as to make him eager to know what happens next, and, if possible, let him find out and do it for himself. Play upon his experimental and creative instinct—foster his question "Why?"

Whether the child who won't be naughtily obstinate, or it is a kind of lazy don't care-ishness which brings "I can't" to his lips, the patient application of "interest-arousing" treatment will usually have a satisfactory result. All children in normal health are full of spirits, energy, and the desire to *do* things, and where such a desire is present, ability to carry it out, though it may differ in degrees of competence, usually follows as a natural outcome.

We should set our minds, therefore, to capturing this desire, by creating interest, curiosity and ambition.

Children are ambitious little people, innately proud of their little achievements, and a spontaneous interest aroused in their minds, regarding that which we are trying to teach them, will turn the child who won't into a child who wants to.

WORK AND GOVERNMENT—III.

By ROBERT JONES, D.Sc.

The following is the third instalment of a series of outline notes of lessons on Work and Government designed for pupils of 14—15 years of age. The series will be completed in following issues.

STAGES (Government).

1. Origin again the family group.
2. The clan, a larger family group.

So far, there is not much property, and most of it is in common use: food and the hunting ground. Wars between tribes, about hunting grounds, bring out leaders.

3. The Patriarchal Stage.—The chief is often priest and judge also. He may grow into the King—*v.* Old Testament.

(Of the Matriarchate, as a preceding system of government, there is little evidence. Of a scheme of tribal marriage, with descent reckoned through the mother, there is ample.)

4. The early kingdom, based on kinship and religion (see the Books of Kings and Chronicles).

2—4a (overlapping). The early empires: Egypt, Mesopotamia, to the Roman Empire.

5. The modern nation.

Government can never be quite separated from affairs of work and trade. So we have the "Capitalist State" discussed, as well as the capitalist system.

THE CASE FOR THE PRESENT SYSTEM.

1. It exists. It is a working system.
2. It has slowly formed itself; naturally, steadily.
3. It is self-regulating. High prices, over-production, unemployment, if left alone, in time settle themselves.
4. It is worked by a strong human motive, the desire for wealth, the incentive of gain.
5. It gives a sense of freedom from control.
6. It sets individual enterprise free.
7. It offers the possibility of huge rewards to the successful.
8. It causes the goods that are "in demand" to be produced, including the invention of new goods, and encourages experiment.
9. It separates affairs of work from affairs of government—division of labour and specialization; and this is in the true line of progress.

THE CASE AGAINST THE PRESENT SYSTEM.

In two parts (I) Practice; (II) Theory.

(I) *Practice* (19th Century Industrial England).

- (a) The extremes of wealth and poverty.
- (b) The degradation of life. Men as "hands."
- (c) The need for Factory Acts and social legislation.
- (d) The type of man that gets rich.
- (e) The ugliness of industrial districts.
- (f) Unemployment.
- (g) Competition and Adulteration. Competition and Monopoly.
- (h) The effect of teaching "each for himself" on men's nature and habits.

(II) *Theory* (The replies to (I) in the same order.)

1. This argument would justify slavery, which existed and "worked" for centuries.

2. Unemployment also has "slowly formed itself." The capitalist or any other system only arises "naturally" in the sense that man is a part of nature. It has been made by men, and can be changed by men.

3. War experiences proved that prices can be controlled, to the general advantage. Some movements certainly get adjusted by a kind of swing of a pendulum. But people get hurt by the swings. As for unemployment, it remains; and its history is very closely linked with that of the capitalist system.

4. The best work in the world was never done for money gain.

5. Where there is no economic freedom, there is little real freedom of any kind. Even fresh air is not free to many town workers.

6. Need we set individual exploitation free in setting individual enterprise free? Freedom for the exploiter is not a necessary condition of freedom for the enquirer.

7. Rewards should be proportionate to needs (individual, social or efficiency needs), or to merit. Most of the excessive "rewards" of to-day are but little related to the needs or the merits of those who have them.

8. This is true: and it is one of the chief real advantages of a *laissez-faire* system. Demand is the governing factor in production. But demand must be "effective" demand, and this depends on the manner of distribution of wealth or income. Low wages, unemployment, and partial employment lower the demand for the commoner foods and necessities, while at the same time there may be a high demand for more luxurious goods. The kinds of goods that are demanded depend on the distribution of wealth.

9. But "affairs of government" influence affairs of work. The connection is real. If it were not, such a body as the Labour Party in Parliament would never have appeared.

PRINCIPLES OF POLITICAL ECONOMY: Charles Gide. Translated from the 23rd French Edition by E. F. Row. (Harrap. 10s. 6d.)

To all students of economics "Gide's Political Economy" is an old friend. The first edition appeared in 1883; the fourteenth was stereotyped, and the following eight additions were therefore modified only by notes added at the end of the volume. Now comes a new edition, with the text re-set and the facts and figures brought up to date in the light of the events of the war. The long space of forty-one years since the first issue has not dimmed the brightness of Professor Gide's interest in economic science. In the preface to this volume he declares that the Great War and the Russian Revolution have confirmed, completed, and sometimes rectified by experiment on a gigantic scale the essential principles of economics as they have been taught hitherto.

It is hardly necessary to offer a review of this admirable book beyond saying that the translator has succeeded in preserving the freshness and vigour of treatment which marks the original and that the lessons of the war are skilfully woven into the fabric of the work. The new edition bears all the signs of continued success, and we hope that they will prove to be true.

F.J.

EDUCATION ABROAD.

ANCIENT HINDU EDUCATION.

By V. B. METTA.

The ancient Hindus had evolved a very high and elaborate ideal of education, which they put into practice in the Universities of Taxila, Nalanda, and other cities. First of all they laid a great stress on the development of memory. Memory, according to them, is of two kinds, passive and active. Of these the passive memory requires no training, or rather it cannot be trained. It acts automatically when it comes in contact with certain facts or sensations. But active memory can be and must be trained. Now what is active memory? It is the faculty which, when required, should bring before our minds certain definite facts or sensations. This faculty is of the greatest importance to literary men and artists. But in the modern western world it is hardly ever developed systematically. The ancient mnemonic education is not altogether dead in India yet, and so you still come across thinkers and ascetics of the old type who possess positively marvellous memories.

It may be asked: What was the method employed to develop the active memory in ancient India? The answer is: Learning to concentrate their attention on any one vision or idea or word, or on nothing, for a long time. And men who are able thus to concentrate their minds can perform mental wonders. Recently, when I was in New York, I met an Indian, by name Mr. Bose, who possessed this power of mental concentration in an eminent degree. He multiplied or divided in a few moments numbers running into millions and billions without writing them down. He could also work out simultaneously six different mathematical problems put to him by six different people from his audience.

The mind proper was divided by Hindus into two parts, namely, Manas and Buddhi. Of these, Manas includes the faculties of sensation, perception, and observation. The majority of human beings (including most of those who are called "educated") have these faculties very poorly developed. If you were to collect about a dozen Oxford or Cambridge undergraduates and ask them what they saw or observed while they were out an hour ago, you would find that the majority would give very vague and confused replies. The artist must possess these faculties developed in a very high degree.

It was because these faculties were very highly developed in the old Japanese and other oriental artists that they never wholly imitated nature. For example, when they wanted to paint certain cloud effects they would observe the sky day after day, retain certain impressions of it in their minds, eliminate the others, and at the end of a month or three months of observation, create out of their memories the sky that they had aspired to create. How different is their method from that of the modern western artist, who will faithfully copy the sky on his canvas in a few hours!

Buddhi is the higher mind. It combines sensations and observations and transforms them into thoughts. It also reflects by comparison, contrast, and co-ordination of ideas. Its work is both analytic and synthetic. Now this faculty of reflection is also very feebly developed

in our times. People read a great many newspapers and books, but how few can really and truly think for themselves? Why is this? I think it is due to the modern system of education. Boys are taught too many subjects nowadays, and so they do not learn any of them really well.

The present system of teaching too many subjects at a time has given rise to what may be called "teaching by snippets." A boy learns a little of one subject in one year, then a little more of it in the second year, and so on, and so it takes him six or seven years to learn a subject which he might learn in two years. His mental energy is thus diffused, and this is very harmful to his capacity for thinking. In ancient India the teacher took only one subject, say grammar or philosophy, and taught it thoroughly in one or two years. Of course he had one thing in his favour—he never took such large numbers of pupils as the modern teacher does.

I wonder if it would not be possible and advantageous for us to copy, with some modifications, some of the old Hindu methods of education?

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

April, 1849.

From an Editorial Article.

SIR ROBERT PEEL'S SCHOOL.

"We are sorry to see that Sir Robert has condescended to imitate the example set by the inferior dealers in Scholastic wares, who often make promises by wholesale . . . and we are aware how scrupulously exact the Hon. Baronet is in the observance of his promises, and how deeply distressed he is whenever the necessity arises which compels him to break them; indeed, this necessity has arisen so frequently, and Sir Robert has consequently been so often compelled to stifle the feelings which oppressed him, that people are now very generally aware of the value he sets upon his word. Mr. Robert Cheadle, the fortunate individual who has been selected for this Tamworth School . . . has assuredly his work before him. In addition to English Grammar and Composition, Geography, Descriptive, Physical and Historical; Common, Decimal, and Mental Arithmetic, the Use of the Globes, English History, Book-keeping, and the Elements of Mechanics; Mensuration, the Elements of Land Surveying and Levelling, and the Rudiments of Algebra; he is to instruct his youthful charges in Vocal Music, Model Drawing, and the Elements of Agricultural Chemistry. It will be an exciting intellectual recreation for the inhabitants of Tamworth to witness the display of mental agility which will be exhibited by Mr. Cheadle and his pupils. We shall, with great interest, observe the progress of the young gentlemen at the Tamworth Academy."

From an Editorial Note.

MR. J. A. FROUDE'S APPOINTMENT.

"Many of our readers are probably aware that great astonishment has been excited in the Educational World by the appointment of Mr. James Anthony Froude, M.A., and Fellow of Exeter College, Oxford, to the Head Mastership of the High School at Hobart Town, Van Diemen's Land. . . . Mr. Froude has just published a book which the *Literary Gazette* describes as a 'blasphemous diatribe'; which some leading men at Oxford have solemnly committed to the flames; and which must be regarded with horror by every believer in the truth of Revelation. . . . The gentlemen concerned . . . will only be doing justice to themselves if they repudiate all sympathy with the outrage . . . of which that individual has been guilty, by the publication of 'Nemesis of Faith.'"

COMPETITIONS.

FEBRUARY RESULTS.

I. *An Essay on "The Child who Won't."*

This topic invited an attempt at diagnosis and prescription. Mere description, however jocular, failed to meet the requirements of our judges. The most successful attempt was that of

MISS ALYS GARNETT,

92, RUGBY ROAD, BRIGHTON,
to whom is awarded the First Prize of ONE GUINEA.

MISS E. J. L. HAYNES,

57, CHALFONT ROAD, OXFORD,
is awarded the Second Prize of HALF A GUINEA.

We print the winning essay in our Schoolcraft pages.

II. *A Tale of a Little Dog and a Big Policeman.*

The tales were of a diverse character and quality. Only one competitor attempted verse, and the opening stanza was hardly respectful to the force. It runs:

"At the gates of Hadley Common
A big policeman stood,
A lofty grin upon his face
Proclaimed his thoughtful mood."

We cannot encourage this levity among policemen, and we have chosen the more sober essays of two other competitors, both of whom display a spirit of understanding of little dogs and a proper respect for big policemen.

Our First Prize of TEN SHILLINGS goes to

H. GEE (14),

THE PROPRIETARY SCHOOL, GRAVESEND.

Our Second Prize of FIVE SHILLINGS goes to

CONNIE AYRES (12),

THE OLD PALACE SCHOOL, MAIDSTONE.

APRIL COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for

**Six Cheerful Quotations for a
Disgruntled Teacher.**

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

A Drawing of a Cat.

Drawings may be in any medium and may be coloured to taste.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of May, and the results will be published in our June number.

ACROSTICS.

Double Acrostics—No. 3.

To let a clever count appear,
I ask you now in accents clear.

1. Archbishop's enemy by pretty wit,
Consigned in grace his lordship to the pit !
2. Here was the seat of one whose odd manipulation
Brought forth good fruit at last, combined with
self-laudation.
3. A shade, a tree,
And bird we see.
4. A good enough number—two dozen, no more ;
That a sixth has to go, I greatly deplore.
5. In this capacity the House once nearly acted ;
Had it done so, it would have been distracted !

Solution of No. 2.

- 1, Mrow ; 2, Adi ; 3, Rhinencephalon ; 4, Cameleopard ;
5, Hoots.

NOTES : 1, Worm reversed ; 2, Adipose ; 4, Hood's Ode.

Solutions must be addressed to the ACROSTIC EDITOR, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

A National Programme of Education.

A January competitor sent the following :

The consideration of any Government policy must take into account historical continuity, which makes many sudden and drastic changes inadvisable, and the ideas of the people themselves, even if such ideas are not held to be progressive.

The suggestions made here are therefore rather what might be gradually achieved, than what is to be suddenly put in force.

A. Regional Government, either by giving more power to Education Committees in respect of grants, inspections, variety and diversity of schools, expenditure, size of classes, and general curriculum ; or by actual division of the Board of Education into local Boards for different parts of the country.

B. Far less record keeping and statistical work. Heads of schools to have nothing of this kind to do, only to teach and to organise. The most simple registers to be kept. For statistical and comparative purposes a special clerk to be attached to selected schools. Much more freedom for teachers, smaller classes and a different system whereby every school should have a staff of specialists who teach right through the school (as is already done in secondary schools, where the specialist may also be a form teacher). Reading for higher and special education, few subjects for those for whom a wide range is not desirable. Encouragement of diversity of schools. Arrangements for interchange of teachers where desired.

C. The schools must be set free from any taint of payment by results of examinations. Far fewer examinations. Much more stress laid upon teachers' and inspectors' reports than upon examinations. Inspectors should have more power to encourage, advise, and befriend the school and less power to injure it.

D. Attached to every school an active Board of Lay Managers, with advisory functions and some administrative ones, such as expenditure on material, variation in curriculum, and so on. This body to be a help to the head and to prevent the delays of centralisation.

E. Considerable latitude to be allowed in the curriculum, and also in the leaving age. But responsibility for apprenticeship or suitable occupation, up to the age of seventeen at least, to be a public duty.

M. L. ECKHARD.

BLUE BOOK SUMMARY.

Staffs and Staffing. Circular 1325.

In order to take a step forward the "Board" under its new President has a look backward, and fixes its gaze on Circular 709 of March, 1909; whether to get inspiration or to give instruction is not clear. "It must not be assumed," said Circular 709, "that the Board regard it as desirable that any teacher should have the charge of as many as sixty children in a single class. No organisation of a school will be permitted even temporarily, under which all the classes contain as many as sixty children, and the size of the upper classes, in particular, should be graded from fifty to forty-five or forty children respectively." And the Board was aiming at "a reduction in the size of classes" as "a step on the path of educational reform."

Circular 1325 admits that the step has never been taken, for "general progress has been disappointing." No one expects these things to be done in five minutes, but fifteen years is an extravagant allowance, and an average of over forty Circulars per annum gives more than generous scope for coming down to the details of a so-called policy. Ten years after being told that the assumption that the Board deemed a class of sixty as "desirable" was wrong, we find that out of a total of 150,559 classes, 77,000 odd were over forty, 38,000 over fifty, and 7,000 over sixty. In 1920-21 out of 151,410 classes, 74,000 were over forty, 35,000 over fifty, and 5,752 over sixty. So in 1921 the numbers were 73,000, 33,000, and 5,000 (in round numbers). And now in February, 1924, the Board think that "a determined effort must be made to reduce the size of unduly large classes." If this is the customary rate at which the seeds of "policy" begin to germinate, policy is a plant of curious growth. But of course everybody knows that the Board's "policies" vary from time to time and indeed are not "policies" at all. And the broad fact is that despite the Board's disclaimer, classes of sixty have been tacitly accepted as the norm. The Codes for the last twenty years at least have laid it down that the certificated teacher, who is not a head, is to be regarded as equivalent to sixty children, and quite recently in some near neighbours of this Circular, the Board has taken steps to reduce not the size of classes, but the numbers of teachers. Where sizes have been reduced, it has been through the initiative of the more enlightened authorities. It has been their "policy," not the Board's, though it is true that till recently the Board has acquiesced. That this is so is proved from a stereotyped paragraph in the Board's Instructions to Inspectors. In 1901, for example, referring to Article 73 of the Code on "minimum staff," which made then, not for the first time, and has made since an equivalence between sixty children and a certificated teacher—the Instructions said, "The special circumstances of the school may require a more numerous staff or more teachers of high qualifications. Managers may wish to retain the services of teachers of proved value, who from age or failure of strength, may not be equal to arduous work that tries the full organs of manhood. In such cases they may wisely provide additional assistance. They should therefore resist any attempt to induce them to reduce the staff simply because it exceeds the minimum required by this Article. They ought to know the needs of their school and they are responsible for its efficiency."

To prove the folly of assuming the Board ever has had any continuous and consistent policy in the matter, except to keep sixty as a theoretical maximum, is the admission that "there are a large number of fully qualified teachers out of employment who could immediately be utilised to effect reduction" in size of classes, and the further declaration of intention to substitute a lower figure than sixty as the size of the largest class under Article 14 of the Code. The new objective is to be fifty, and the Board expect immediate co-operation on the part of L.E.A.'s to attain it: and their suggestions on the subject may be thus summarised. The authorities should consider:—

- (1) The possibility of reorganising departments.
- (2) The redistribution of children among schools.
- (3) Making provision in the area for the advanced instruction for older children by means of Central Schools, or by reorganising on the basis of Junior and Senior Departments.
- (4) Standards of staffing in relation to size of departments—the smaller the department the smaller the class.

- (5) The last three years of school life, when a "maximum of forty may even now be taken as the objective," however large the School.

And authorities are informed:—

- (6) That plans of new buildings will not be approved which show classrooms for more than fifty children on a ten square feet basis (nine for infants), and for children of eleven and more the majority of rooms must be planned for not more than forty places.

The last part of the Circular deals with the qualifications of teaching staffs. "In view of the supply of Certificated Teachers now available, it appears to be difficult to justify so extensive a use of 'Uncertificated Teachers' for the charge of large classes in schools of ordinary size, as is found in some areas. . . . The question whether some restriction should not again (has it ever?) be placed on the size of a class to which the Uncertificated Teacher may be attached, will in due course receive consideration. . . . The absence of such restriction is not intended to enable an Urban Authority to make Uncertificated Teachers one of the main elements in the staffing of their area."

The Circular is wound up by something less likely to arouse controversy. It quotes a Parliamentary answer given on February 21 by the President of the Board, promising a revised Code which "omits from Art. 11 (a) and elsewhere the provisions authorising the appointment in urban areas of unqualified women teachers for children under six years of age."

A County Report.

If one really wanted to see the Education machine at work in this country, a really good plan would be to follow an intensive course of study of reports from County Education Committees. It may not seem to promise much excitement, but it would be worth while putting the counsel to the test. The reading of reports annually presented by the Board of Education provides a somewhat belated review from the standpoint of the Central Authority. The other cause provides current information garnered by the other and possibly the more important authority working on the spot. We have just perused the 83rd quarterly report of the Education Committee of the Leicestershire County Council presented last February, and it seems to give a practical illustration of the usefulness of such reports to a student of educational working. It gives details of the multiplicity of questions that arise in Local Education administration—elementary and higher. One sees a typically enlightened authority wrestling with the problems that confront them—school terms, school gardens, school attendance, school medicine, school holidays. And this one happens to contain a very interesting addendum in the shape of an Agricultural Committee's Report, which will captivate the curious. There are other items which seem to suggest starting points for further enquiry, like the Diesel engine at Loughborough College which will result "in a saving of at least £1,000 per annum" on the electricity bill; the discontinuance of the Melton Mowbray central classes for rural pupil teachers; or the resignation of twenty-nine married women teachers since last May. Taken alone they are mere scissors-and-paste snippets, but they have a bearing on the workaday world of practical school keeping.

The Burnham Committees.

On the afternoon of Friday, March 7th, a joint meeting of the three Committees (Elementary, Secondary, and Technical) dealing with the salaries of teachers was held at the Board of Education under the presidency of Lord Burnham.

The Right Hon. C. P. Trevelyan, M.P., President of the Board of Education, addressed the Joint Conference.

It was unanimously resolved to proceed with the consideration of salaries scales to come into force on the 1st April, 1925, and meetings of all three Committees were fixed for the middle of May.

ASSOCIATION NEWS.

The Teachers Council.

At the March meeting of the Council it was announced that the total number of applications for registration down to the end of February was 74,810. In order to develop the plan for bringing young teachers into association with the Council, it was decided that students in training colleges should be admitted to the Associate List and that the fee for admission to this list should in all cases be 5s. instead of 10s. as hitherto, this amount being deducted from the fee payable on full Registration for which Associate Teachers are expected to qualify, within seven years.

Miss L. Collington, L.L.A., Headmistress of Berridge Road Council School, Nottingham, has been appointed a member of the Council in succession to the late Miss M. A. Cox, as a representative of the National Association of Head Teachers.

On the 30th June next the triennial period for which the present Council was elected comes to an end, and Appointing Bodies have been asked to nominate their representatives for the next triennial period. Considerable progress has been made in the framing of a Code of Professional Conduct and it is hoped that this will be ready for publication before the autumn.

College of Preceptors.

Members of the College heard with great regret of the death of Lady Magnus, the wife of their esteemed president, Sir Philip Magnus, Bart., to whom she was married at Southsea in 1870. Lady Magnus was one of the earliest workers in the Girls' Club movement, and was also an active school manager in the days of the London School Board. She was a graceful and accomplished writer, and her poems, over the initials "K.M.," were always a welcome feature in the old evening *Westminster Gazette*. On the occasion of her visits to the College she won the affection and esteem of the members by her kindly courtesy and evident interest in the work of the institution, which owes so much to the efforts of her distinguished husband, for whom the utmost sympathy is felt in his bereavement.

The Uplands Association.

The Uplands Association has issued an attractive and interesting statement on the Educative Value of Play Production. The pamphlet covers in brief fashion the whole of the ground, ranging from the psychological approach to the problem through the causes of the degradation of the theatre to the consideration of play production by children, the value of playing Shakespeare and the respective merits of comedy and tragedy as material for amateur production. It is intended to continue the study of this question at the next Summer Meeting. Copies of the pamphlet may be obtained on application to the Secretary, The Uplands Association, Hill Farm, Stockbury, Kent.

Summer School of Spanish.

The fifth annual Summer School of Spanish organised by the University of Liverpool and directed by Professor E. Allison Peers will be held at Liverpool from July 30 to August 15, and at Santander from August 19 to September 15. Either of the two parts of this School may be taken separately, but a reduction in fees is made to those who take both parts.

At Liverpool carefully graded language classes form the basis of the course, and are subdivided into small conversation sets with Spanish instructors. Most of the classes are conducted in Spanish. A course of daily lectures is given on Practical Spanish Phonetics, illustrated by means of gramophone records made by Spanish elocutionists.

Afternoon tea is followed by a concert, discussion, or talk in Spanish, and there are several courses of lectures on literature, life and art.

The Santander School is a "holiday" course, held at one of the best known seaside resorts in Spain. Classes are held for two hours daily, the remainder of the time being free for bathing, boating, sight-seeing, tennis, etc.

Prospectuses of the Liverpool and of the Santander Courses, together with a leaflet descriptive of Santander, list of books recommended, and form of admission, may be obtained from the Secretary, Summer School of Spanish, The University, Liverpool.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

A New Hope.

The issue of Circular 1325 has given new hope to primary school teachers. Smaller classes are promised: the employment of a larger proportion of trained certificated teachers is foreshadowed: urban authorities are no longer to be able to plead pressure by the Board as a reason for employing unqualified women to take charge of children under five years of age: head teachers are not to be made responsible for a class in order to save money, and the number of free places in secondary schools is no longer to be restricted as at present. The whole tone of the circular is indicative of a new policy. A new hope has been born. In London the effect of its issue has been almost magical. New central schools are to be established and the building of new secondary schools and technical institutes is to be put in hand. Class teachers withdrawn from the schools because head teachers had been made responsible for a class are to return to their posts at once; school journeys are to be resumed; and the Council's scheme to reduce the size of classes to 40 in senior schools and 48 in infants' schools is to be proceeded with after having been in abeyance for many years. London education has received a great stimulus. Everyone is pleased.

Salaries.

The three Burnham Committees have met and Mr. Trevelyan has addressed them. The meeting was private, but it is generally understood the atmosphere in which salaries may now be discussed is such that the teachers' main objections to an early discussion of the new scales have been removed. It is expected the committees will get to work early in May. The Lowestoft dispute has been settled in excellent style. Every one of the dismissed teachers is now at work again in his (or her) old school and at the rate of pay insisted on from the first, i.e., the allocated Burnham scale less 5 per cent. Victory has been complete and Union prestige is high. In Wales the disputes at Cardigan and Llandyssul are likely to be settled satisfactorily.

The Easter Conference.

The annual conference of the Union will this year be specially noteworthy. It is to be held at Scarborough. The special feature of the conference will be the farewell presentation to Sir James Yoxall, whose name has for so many years spelt unionism in every part of the country. Great interest also centres around the possible attendance of Mr. Trevelyan, the President of the Board. In all probability a new note will be struck in the principal motion—to be submitted by Mr. W. D. Benthly—at the public sessions. It will be a note of congratulation to the Board on the promises of Circular 1325. For many years the principal motion has been one of protest because of hampering conditions. Other motions, both in public and private sessions, are much on the usual lines, except that in private sessions an attempt will be made to reduce the annual subscription and to instruct the Executive as to the policy to be adopted in respect of the new salary scales.

SUNWISE TURN: A Human Comedy of Bookselling: by Madge Jenison. (Jonathan Cape. 6s. net.)

Records of actual experience are always welcome, and in this very pleasant book Miss Jenison gives the story of a bookshop in New York. Not, be it noted, any ordinary bookshop where the assistant will merely peddle books as if they were sausages and will show no disposition to help a customer to get the book he desires. Sunwise Turn was a bookshop which existed to help in making good books known and where the vendors were interested in their wares. The story of its progress is cheering to read and it may encourage some adventurous spirits in London to set up similar enterprises. Apparently "there is money in it," but there is something far more satisfying than money in the knowledge that good books are getting their chance and that people who want to read are being led to read the right things instead of following the crowd in pursuit of best sellers. A good bookshop is a popular university, but those who conduct it must know their job. Miss Jenison writes with humour and skill, and her book ought to find many grateful readers. F. R.

PERSONAL NOTES.

Mr. E. Salter Davies.

The President of the Association of Directors and Secretaries for Education for the current year is Mr. E. Salter Davies, M.A., the well-known Director of Education for Kent. In the course of a striking address he declared that the future triumph of democracy was not assured, and said that we were running desperate risks under our modern political system unless an extension of knowledge went with the extension of the franchise. Our present neglect of adolescent youth was uneconomical and unpractical.

Miss E. M. Tanner, M.A.

The new headmistress of the well-known Roedean School, Brighton, is Miss Mary Emmeline Tanner, who has been headmistress of the Bedford High School since 1920. She is a member of the Consultative Committee of the Board of Education and a graduate with first class Honours in History. In her new post she will have the difficult task of replacing the three Misses Lawrence, who founded the school in 1885 and have since acted as joint principals.

Sir James Yoxall.

The retirement of Sir James Yoxall from the post of Secretary of the National Union of Teachers was made the occasion of a signal, if not unique, honour when he was the invited guest at one of the fortnightly luncheons at the National Liberal Club. Lord Gainford—formerly Mr. J. A. Pease—presided, and he and Mr. Fisher, both speaking as ex-Presidents of the Board of Education, gave testimony to the excellent work of Sir James in the cause of education.

Mr. P. E. Meadon.

The successor to Mr. G. H. Gater as Director of Education for the Lancashire County Council is Mr. P. E. Meadon, who has been holding a similar post in Essex. He gained his early administrative experience in Oxfordshire and the change of environment—and of climate—will give him some fresh experiences which he will confront with characteristic good humour and sangfroid.

Miss Ellen Mary Knox.

We regret to record the death of Miss E. M. Knox, Principal of Havergal College, Toronto, for the past thirty years. Miss Knox went to Canada in 1894 from the staff of Cheltenham Ladies' College to take charge of the then newly-formed Havergal College, which she built up into an important educational centre of over 600 students. On the twenty-fifth anniversary of her arrival in Canada her old pupils presented her with a motor car to aid her in maintaining touch with the five branches which now form the College. Miss Knox was a sister of Bishop Knox, formerly of Manchester.

The Rev. Alfred Beaven.

The death is recorded of the Rev. A. B. Beaven, formerly Headmaster of Preston Grammar School (1874-1898), and later Principal of Greyfriars Preparatory School, a post which he held down to his death at the age of 77. Mr. Beaven was placed second in the examination list for the Indian Civil Service in 1868, but he became a schoolmaster and remained one for nearly fifty-six years. He was a devoted student of historical records and the "Dictionary of National Biography" owes much to his passion for accuracy of statement.

SOME SAYINGS.

Mr. Sinclair Lewis.

"It isn't knowing so little that makes one muzzy-minded, but knowing so much that isn't so."

Lord Emmott.

"The British do not flourish under the bureaucratism beloved in France, and their genius is different from that of the patient, plodding and methodical German."

Miss Margaret Bondfield, M.P.

"No one can be satisfied with the present system of elementary education, and the groundwork for the secondary schools will have to be much better prepared."

Mr. Edward Wood, M.P.

"Education should show men and women how they came into the picture of life, should explain the moves and make them familiar with the laws of the game of life. Logic and reason are not the final court of appeal."

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Yeovil Schools : a Splendid Gift.

Mr. W. Wyndham, of Orchard Wyndham, Somerset, has presented to the Lecture Trust, founded by him two years ago in connection with the Yeovil County School and the Yeovil High School, a handsome Lecture Theatre and Museum. These will form a centre for the study of the history, archæology, and anthropology of the district. The gift represents a value of £5,000, but the possibilities which it opens out cannot be measured in money.

A University Country Club.

A prospectus has been issued, giving particulars of an interesting scheme for the establishment of a University Country Club at Whiteleaf, Princes Risborough. Land has been purchased in this charming and invigorating district of the Chilterns and a Club House is under erection, wherein members may find comfortable quarters. The subscription is trifling and the project deserves to succeed. Particulars may be obtained from the Secretary at 15, Gower Street, London, W.C.1.

School Meals at Rochester.

Dr. S. J. Pritchett, medical officer to Rochester Education Authority, in his annual report, expresses disappointment at the results of an experiment in providing meals for under-nourished school children.

In several cases, he says, children, after the first meal, did not appear again, and he attributed this to the fact that the children probably prefer a meal of cheap sweetmeats, bread and treacle, monkey-nuts, etc., in which gastronomic inclination the child was encouraged by thoughtless parents.

Conference of Educational Associations.

The Report of the Twelfth Annual Conference of Educational Associations is now published, and contains some most interesting matter. Two of the addresses in particular: "The Claims of Scholarship," by Sir Henry Hadow, and "The Constitution of Local Education Authorities," by Professor John Strong and Mr. G. L. Bruce, have created widespread interest throughout the country, and many will be glad to have the verbatim reports in this volume. Copies may be obtained from the Conference Secretary, 9, Brunswick Square, W.C.1, price 5s. post free.

Armstrong College.

At a meeting held recently it was announced that a second donation of £10,000 had been given by an anonymous donor for the Students' Union Building at Armstrong College.

Some Appointments.

The delegates of Oxford Home Students have appointed Miss Cecilia M. Ady, M.A., St. Hugh's College, to a tutorship in Modern History. The Council of St. Hugh's College has appointed Miss H. D. Burnett, B.A., St. Hugh's College, to a tutorship in English Language and Literature, and Miss E. A. Francis, M.A. (London), of University College, London, to a tutorship in French Language and Literature.

Dr. Rashdall.

Dr. Hastings Rashdall, Dean of Carlisle, who died at Worthing, was educated at Harrow and New College, Oxford, graduating in 1881 with a second-class in Lit. Hum. and gaining the Stanhope Prize and the Chancellor's English Essay. His long series of educational appointments included those of lecturer at St. David's College, Lampeter; tutor and chaplain at the University of Durham; and Lecturer (and Fellow) at Hertford and New College, Oxford. "The Universities of Europe in the Middle Ages" is one of his best known books.

Wolsey Hall, Oxford.

In celebration of thirty years of steady progress the well-known correspondence college of Wolsey Hall, Oxford, has issued an attractive and comprehensive book, giving full particulars of the help which is available for private students and others. The courses cover the requirements of all the London degrees, those of the examinations for teachers aiming at a Government certificate, and certain examinations of Oxford and Cambridge. The fees are extremely moderate and the method of tuition by post is arranged to suit individual needs. Teachers who wish to take a systematic course of study in the history and principles of their craft will find in this book an excellent bibliography with particulars of the requirements for all the diplomas worth seeking. Our readers should obtain a copy of the book for the school reference library.

NEWS ITEMS.

Sir Robert Blair Science Fellowships.

At a meeting of the London County Council Education Committee on March 5th the Higher Education Sub-Committee recommended that two Sir Robert Blair Fellowships for applied science and technology should be established. The proposal was agreed to.

It was explained that £20,000 balance from work done on munitions was available. The results achieved in the training of munition workers and the manufacture of gauges were the direct outcome of the Council's organisation under Sir Robert Blair with the co-operation of members of the staffs of technical institutions and handicraft centres.

The Fellowships, each valued at £450 for one year, will be open to those engaged in engineering work as well as to those who have completed courses of study with distinction, preference being given to those who complete a course of study in London. They will be tenable in the Dominions, the United States, or other countries.

The Oxford Recitations.

A contest in verse-speaking, like that held (for the first time) last year in the Examination Schools at Oxford, will be held again this year in the same place, on July 28th, 29th and 30th, under the presidency of Sir Herbert Warren (President of Magdalen).

Last year the events were contested by more than five hundred competitors. It is hoped that this year more men will enter. This year the men will not compete with women in any class.

The classes will provide opportunities for the speaking of most of the great kinds of poetry, dramatic, narrative, romantic, descriptive, etc. Medals will be given to the two best speakers (man and woman). Certificates and other prizes will be awarded according to merit.

The syllabus, containing full particulars, may be obtained by sending a stamped addressed envelope to the hon. secretary, Mrs. Masefield, Hill Crest, Boars Hill, Oxford.

Glasgow Education Exhibition.

Prospectuses have been issued for an Educational Exhibition to be held in the Kelvin Hall, Glasgow, from the 20th to the 31st May. It will be the first exhibition of its kind on an extensive scale to be held in the country, and the fact that it is promoted by the Corporation of Glasgow in conjunction with the Education Authority of that city is a sufficient guarantee of its importance.

Of the many objects in view in holding such a show one of the more important is to give the public an opportunity of seeing the work that is carried on in the schools under the jurisdiction of the Glasgow Education Authority.

Teachers for Overseas.

At least fifty fully certificated teachers are required for overseas before Christmas. Forty students, for training overseas, holding a certificate that would enable them to enter a Training College, are also required. Loans may be arranged free of interest both for travelling and training. Full information may be obtained from the Bureau of Information, 62, 65, Charing Cross, London, S.W.1.

Climbing Mount Everest.

The third Mount Everest Expedition has left London to make another, and it is expected successful, attempt to conquer the world's highest mountain. It is felt that many thousands of people will like to have a memento of this daring and arduous expedition. It has therefore been arranged to forward a postcard from the slopes of the mountain to all who are interested in the undertaking. The postcard will consist of a photograph of the mountain and a message from the Expedition, whilst on the reverse will be a copy of the Mount Everest stamp, which has been specially printed. Those who wish to receive one of these postcards should write their name and address in block letters on a postcard and forward them in an envelope with 2½d. in stamps to the Expedition's photographer, Capt. J. B. L. Noel, Empire House, Piccadilly, London, W.1, marking the envelope **EVEREST STAMP**. The last date for which applications can be received is April 10th.

NOTE.—The cost of forwarding these postcards is 2½d., not 2d., as has been previously stated.

LITERATURE



Lord Byron in 1823.

(From a silhouette by Mrs. Leigh Hunt.)

BYRON

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New Statesman: "A contribution to literature. . . . The best and most entertaining piece of biographical narrative I have read since I read Lytton Strachey's *Eminent Victorians* and his *Queen Victoria*. It is packed with delicate, vivid detail, and yet the outline and curve of the story are so clearly marked that it is easy to see everything in perspective. . . . It is a work of diligent common-sense, uncommon shrewdness and imaginative sympathy."

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By SIR HENRY NEWBOLT. 12/6 net.

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LITERARY SECTION.

BOOKS AND THE MAN.



Dr. George Birkbeck.

"The Birkbeck."

It is a happy thought to commemorate the centenary of Birkbeck College in a handsome volume, well bound, and beautifully printed and written by one who is master of his theme and skilled in the art of writing.* To-day the topic of adult education is a frequent theme for speeches and articles in the newspapers, but nobody can claim full knowledge who has not read this book, with its story of how the London Mechanics' Institution of a century ago developed into the Birkbeck College of our own time. It is especially worth while to note that the College represents a new doctrine, unlike, but not opposed to, the mediæval tradition. Briefly, it stands for the view that intellectual development is not incompatible with work-a-day pursuits. There are some who believe that a University must be a day-time enterprise; which means that no culture worthy of the name can be gained after, say, 6 p.m. Hence the reluctance of some provincial Universities to open their doors to teachers and others who might take degree courses in the evening. Birkbeck College gives a complete refutation to such narrow views, for its students are drawn mainly from salary or wage earners who are willing to give their leisure to the pursuit of scholarship, or literally, to the pursuit of "schola" or true leisure. Incidentally they have built up a vigorous corporate life, and it is worthy of note that they have retained one important feature of the mediæval university, since the students of Birkbeck College have a recognised share in the management of the institution. The place is no mere technical school absorbed in vocational pursuits. Under the guidance of Mr. F. A. Wright, Head of the Classical Department and an esteemed contributor to this magazine, humane studies are followed with real zest. It is probable that Mr. Wright's pupils in Greek outnumber those of any modern provincial university.

*A SHORT HISTORY OF BIRKBECK COLLEGE: by C. Delisle Burns, with a foreword by Viscount Haldane. Eight illustrations. (University of London Press. 5s. net.)

Birkbeck College was founded at a meeting held in 1823 at the Crown and Anchor, a tavern in the Strand close by the church of St. Clement Danes. The original purpose was to provide instruction for those who worked in industry, and the original title of the enterprise was 'The London Mechanics' Institution. The germ of the idea is to be found in the work of Dr. George Birkbeck, who in 1800 was teaching science in the Andersonian Institute at Glasgow. He came into contact with the workmen who made the scientific instruments which he used in his experiments, and finding them eager to understand the things which they made, he established for them a Mechanics' Class. This was attended by no fewer than five hundred working men, and it may be regarded as the pioneer of all the Mechanics' Institutes which were afterwards founded.

Dr. George Birkbeck was born on the 10th January, 1776, at Settle in Yorkshire. His father was a merchant and banker, and his mother was one of the Braithwaites of Kendal. Both were members of the Society of Friends, but the coat of arms of the family, which are now used by Birkbeck College, were granted in 1515 to an ancestor of George Birkbeck for his display of soldierly qualities in the defence of Carlisle. George Birkbeck studied medicine in Edinburgh and London, and after working as a Lecturer on Science in the Andersonian Institute he travelled abroad and returned to deliver courses of lectures in Birmingham. In 1805 he settled in London as a physician, winning success in his profession and being a member of the circle which included Grote, Mill, and Ricardo. It was from this circle that he drew his chief support for the establishment of the London Mechanics' Institution. It is noteworthy that while he was enthusiastic for the spread of the knowledge of the sciences among the workers in the trades and industries of the time, he also sought to promote general education and never restricted his teaching or influence to mere technical instruction.

J. C. Robertson and Thomas Hodgskin were in 1823 the editors of the *London Mechanics' Magazine*, and they received a copy of the *Glasgow Free Press* containing an account of the Glasgow Mechanics' Institution. This led them to project a similar institution for London, and in the issue of their own magazine of the 11th October, 1823, they appealed to the mechanics of London to form an institution. Letters in response to this appeal were received from Dr. George Birkbeck and also from Francis Place, the latter being the well-known tailor of Charing Cross, whose influence in the political movements of the time is too little recognised. Birkbeck presided at the preliminary meeting in the Crown and Anchor Tavern, when a committee was

Upper Picture.

*The Crown and Anchor,
near St. Clement Danes,
Strand.*

Lower Picture.

*The London Mechanics
Institution,
Southampton Buildings,
Holborn.*



appointed to draw up a constitution, and in spite of some opposition, the London Mechanics' Institution was opened in February, 1824, with a nominal membership of thirteen hundred, of whom about seven hundred and fifty paid their subscriptions. Rooms were found at Southampton Buildings, Holborn, and the enterprise was launched.

Of the subsequent voyage much might be said, and it is dealt with very fully and clearly by Mr. Delisle Burns, who traces the development from the Mechanics' Institute, attended by artisans, to the present institution, which is a constituent college of the University of London, providing instruction for students drawn from all classes of the community. Fitting tribute is paid to the late Dr. Armitage Smith, who became honorary secretary in 1891 and principal in 1896, retiring in 1918 after having served the College as a teacher for over forty years. Largely through his efforts the institution had achieved university standing, although it was not until 1921 that the College became completely recognised as a school of the University of London. There are now three University Professors and five University Readers included in the staff of Birkbeck College, and during the session 1922-23 sixty-nine students were working for the higher degrees of the University of London. No full-time day students are admitted by the College. All are evening and part-time students, and the great majority are persons who have to make their own living during the day time.

We have thus an interesting example of a new development in higher education. In place of scattered and unrelated lectures and classes, there is a coherent and balanced scheme of studies which attracts those who have a genuine love of knowledge. It is true, as Lord Haldane points out in an interesting introduction to this volume, that Birkbeck College draws its students from those who are for the most part engaged in occupations which have already demanded some kind of higher school education, and in this respect it is able to begin from a point more advanced than that which is possible in the Mechanics' Institute of the old type or is practicable in most of the classes of the Workers' Educational

Association of to-day. It is possible, however, to picture a state of things which may arise when some form of secondary or higher school education becomes part of the equipment of every child in the country. Then there will arise a widespread demand for such educational opportunity as the Birkbeck College now provides and a University education will be gained as the result



of evening and part-time study. It is already so gained by many teachers and others who prepare for the external examinations of the University of London but their preparation lacks some of the elements of a true University course, such as comradeship in studies, personal contact with teachers and direct guidance in their work. The story of Birkbeck College is certain to be regarded as marking an important stage in our educational development, and the present record should be studied by all who are teachers or concerned with administration.

SELIM MILES.

REVIEWS.

Education.

PHYSIOLOGY FOR GIRLS: by Mary H. Johnstone, B.Sc. (Blackie and Sons. 2s.)

"I feel as if I am walking into your classroom to talk with you and that we shall quickly settle down to master a difficult but delightful lesson. . . . I have written this book expressly for you, and throughout it I shall speak directly to you."

In these words the author introduces herself and her subject to the girls who read this book, and this spirit of friendly helpfulness permeates it. But the question immediately arises, why address oneself to girls who *read* this book? The author cannot count on their being taught this subject; she must hope that they will read it of their own accord, and what a difficult subject to tackle on your own—in spite of an innate interest in it noticeable in most girls—so full of long words and entirely new conceptions! Are there any schools that put this subject on their time-table or allow time for girls to read it on their own? The girls who do read will be grateful to Miss Johnstone for making the subject so easy and pleasant for them, for putting things so simply and clearly, and for making all through such practical application of the knowledge acquired that the whole subject is brought into relation with daily life. Indeed, the title by no means indicates the ground covered, for here we have personal, home, and school hygiene, together with a little first-aid, resulting from the study of physiology. A. T.

THE BEST GERMANY. "Alter und neuer Geschichtsunterricht": von Dr. Siegfried Kawerau. (Ernst Oldenburg, Leipzig. 108 pp. 1.20 gold mark.)

In the midst of a discussion on broader and humaner methods of history teaching, Dr. Kawerau (whose volume of "Synoptische Tabellen" has been previously noticed in these columns) breaks into this exclamation:—

"The more wildly that hatred seethes about us, the more loyally we uphold, as the successors of Lessing and Herber, Goethe and Kant, Fichte and Pestalozzi, the banner of Fraternity. Either we must figure as Utopians and enthusiasts, or drop to the level of cowards and betrayers of the Fatherland. We cannot recognize any moratorium of morality or of the love Jesus taught. We know only the unconditional duty of sincerity, though it may first act against ourselves. In these times, we acknowledge also the duty of Equity, which, in the first instance, must be evinced towards our opponents. Both Politics and History belong to the service of the Highest. They belong to the all-conquering love of God and Man!"

These words, written by a philosophical Socialist, whose theological views would pass muster with neither Roman nor Lutheran examiners, occur at the close of a splendid essay on the "New History Teaching in General Outline," which furnishes the key to the whole book. Kawerau stipulates that all such teaching must have for its ground-work a school system in which practical activities in handicraft, gardening, nature-study, and mutual aid shall prepare the pupils for an ideal of personal social service. Formal history lessons would not be imparted before the age of twelve, that in this preliminary phrase, the critical powers may be exercised (as, for example, in tracing the nature myths imbedded in various traditional fairy-tales such as "Red Riding Hood"); a perception of the relation of cause and effect may be initiated; and a general outline of the broad divisions of historical time may be learned. Kawerau tells of a Bavarian rural teacher who not only took his children into the country, and showed them the concrete meaning of pasturage and milk-production, but went on to point out the influence of pasturage in economic and social development at large. In the adolescent years, Kawerau gives a deliberate sociological turn to the studies, and, with the aid of such authors as Müller-Lyer, he brings into relief, for example, the story of the family and its modifications under modern industrial conditions; or he follows the course of the Industrial Revolution, or the course of religious evolution, etc. At each stage of research he seeks the aid of literature, and even goes so far as to recommend an analysis, by teacher and pupils in conference, of any standard historical romance which illustrates life, manners, and institutions in any given age. Kawerau's zeal for a liberalizing and humanising history instruction rises almost to passion. In teachers who will inspire young souls to an understanding of social evolution, to the joy of craft activity and æsthetic creation, and to great ends of social service, he sees the spiritual saviours of Germany.

Because of this remarkable prophetic quality in the book, even more than for its detailed schemes, we specially beg a hearing for Kawerau.

It may be added that Kawerau and his colleagues of the "Bund Entschiedener Schulreformer" are planning a Conference on History Teaching in its widest aspects, to take place in Berlin next October. Papers will be presented by Kawerau, Paul Oestreich, Paul Honigsheim, Theodor Lessing, Oscar Halecki, Francesco Orestano, Henri Lichtenberger; by William Rockwell from U.S.A.; by A. Yusuf Ali from India; and by Prof. A. J. Grant of Sheffield. Those who have attentively followed the latest movements of educational thought (and one might almost add, in the best sense, political thought) will recognize that this coming event is but one illustration from among many of the world-wide interest in the problem of historical instruction. FREDERICK J. GOULD.

HAPPY DAYS IN HEALTHY WAYS. A new health story reader: by E. Marsden and H. Johnstone. (Macmillan. 2s. 6d.)

This is a readable little book in story form on the time-honoured plan of benevolent elders and persistently enquiring juniors. Yet the method of approach, for this subject, is perhaps as good as any other. The book is illustrated throughout, but the blocks are a curious mixture of old wood cuts and modern process blocks. The text follows to some extent the official syllabus of the Board of Education on the Teaching of Hygiene. F.F.P.

1. **METAL WORK FOR PRIMARY SCHOOLS** (2s.); 2. **METAL WORK FOR SECONDARY SCHOOLS** (2s. 6d.): by F. T. Morrison. (Longmans Green and Co.)

Mr. Morrison writes out of long experience of South African schools and scholars, and has produced two little books which should be helpful to English schools and practical instruction centres and classes. The Primary book is largely confined to exercises in wire work and tin plate work, while the Secondary book introduces the pupil to the vice, with forge, and lathe work, and electrical applications, together with useful information on reinforced concrete. The latter book is more suited to our technical schools and colleges than to secondary schools as we know them in this country.

PRACTICAL COURSES IN HOUSECRAFT: edited by Evelyn E. Jardine. (Methuen and Co. 3s. 6d.)

Individual methods in every subject are a prevailing tendency, and the thanks of all teachers of housecraft are due to the compiler of this excellent little manual. Here they will find most useful hints and suggestions for courses of self-education in housewifery, laundry, and cookery. Miss Jardine has wisely enlisted the services of her own expert lecturers in the working out of each section, and the result is a book which is at once simple, sensible, and practical. The only criticism we would offer is that such books tend to minimise the importance of the class-teachers and to reduce them to the status of "minders" or "policemen," but the wise teacher will use and not abuse such books. Individual work properly carried out means not less but very much more work for the teacher in the classroom.

INDIVIDUAL WORK ASSIGNMENTS: edited by A. J. Lynch.

- The Individual Natural Science. Book I.
 - The Individual Drawing. Book I.
 - The Individual English Literature. Book I.
 - The Individual English Composition and Language. Book I.
 - The Individual History. Book I.
 - The Individual Arithmetic. Book I.
 - The Individual Geography. Book I.
- (Geo. Philip and Sons.)

Mr. Lynch is known as a pioneer of individual work on the Dalton Plan and has rendered teachers a service by enlisting the aid of competent and experienced teachers in the compilation of details of individual assignments. Each book contains ten assignments, which should occupy the pupil for a year, or roughly one per school month. The appeal is direct to the scholar, who throughout is addressed as "you," but clearly the omission of all reference to the class teacher is not to be misconstrued, for the method succeeds or fails according to the energy and sympathy of the particular class teacher. The perennial difficulty, so long as large classes remain, will be the different rates of progress of children in the same class, but for the small one-teacher or two-teacher type of remote rural schools such books as these are ideal and should be most cordially welcomed.

(Continued on page 160.)

FROM MESSRS. METHUEN'S LIST

JUST PUBLISHED

Practical Courses in Housecraft. Edited by EVELYN E. JARDINE, M.A., B.Sc., with a Preface by AGNES TURNBULL, Principal of the National Society's Training College. Crown 8vo. 3s. 6d.

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(Continued on page 162.)

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There is a clear run for the reader throughout, with no stops for footnotes or citations of references. On the whole, we think this an advantage, and the author has evidently avoided "notes and references" of set purpose. We might object, indeed, to his carrying the plan too far, as when he quotes from Trotter's "Instincts of the Herd in Peace and War" (p. 59-60) without giving the author's name or the title of the work, although it takes just about as many words to say "a famous book on herd instinct" as to say "Trotter's 'Instincts of the Herd.'" Readers, and in particular students, who are accustomed to "documentation" will no doubt feel a sense of loss. Keane, for example, is never mentioned, nor Frazer, nor Lewis Morgan. There is a clear account of the "diffusion" theory of cultures, but no mention of Rivers, Elliott Smith, or Perry.

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A further addition to The New Shakespeare will be forthcoming from the **Cambridge University Press**. This will be "A Midsummer Night's Dream," edited by Sir Arthur Quiller-Couch and Mr. J. Dover Wilson. "The Merchant of Venice," in the same series, is also in the press.

The Pocket Edition of Sir Arthur Quiller-Couch's works will be increased by his "On the Art of Reading," together with a completely new edition of his "Adventures in Criticism," which has been out of print for some time. Several new sketches will be added, which have been substituted for some of those which appeared in the original volume.

A number of interesting books are to be found in **Messrs. Constable's** Monthly List. "Byron: The Last Journey" is a remarkable book, written by Harold Nicholson, who puts forward a new theory concerning Byron's journey to Greece. "Lord Byron," he says, "accomplished nothing at Missolonghi except his own suicide; but by that single act of heroism he secured the liberation of Greece."

In the department of fiction we have, among other novels, "The Driver" by Garet Garrett, and "Almighty Gold" by J. J. Connington.

Those interested in contemporary literature will welcome "Aspects of Modern Poetry," by Alfred Noyes, published by **Messrs. Hodder and Stoughton**. This book contains chapters on Alice Meynell, Stevenson, The Sea in Shakespeare, and Wordsworth, besides many other subjects of literary interest. "An Anthology of Living Poets," by St. John Adcock, is another fascinating book on modern poetry; the selection from each poet is prefaced with a concise biography and bibliography.

"The Principles and Practice of Education," by Professor J. J. Findlay, will be published by the **University of London Press**. This work will be a comprehensive text book on Education. It will consist of three parts: Aims and Organisation, Curriculum and Method, and School and Class Management. The first part will appear in the autumn. From the same firm will appear a book describing the main features of contemporary English, written for the use of teachers and students in Training Colleges. It is called "Modern English," and is written by J. H. Jagger, M.A., D.Litt., Inspector under the London County Council. This book should prove of great interest and value to the up-to-date teacher.

Housecraft as an educational subject is coming into its own, and its progress will be substantially assisted by the publication of "Practical Courses in Housecraft" from **Messrs. Methuen**. It deals with four branches: Housewifery, Laundry Work, Cookery, and Household Management. A useful science book is to be found in "Elementary Zoology," by O. H. Latter, M.A., from the same publishers. The results of thirty years' practical experience in teaching at a large public school are incorporated in this text-book, which covers the zoology syllabuses prescribed by the University of London and the Joint Board of the Northern Universities for their respective Matriculation Examinations. At the same time, the book should prove useful in the upper forms of Public and Secondary Schools, where pupils may be expected to possess some knowledge of the elements of chemistry and physics, but little or none of zoology.

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 COMPETITIONS 卐 卐 卐 卐 卐 卐 卐 NOTES AND COMMENTS 卐 卐 卐 REVIEWS

VOL. 76 No. 5

SIXPENCE NET



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THE EDUCATION-OUTLOOK

AND EDUCATIONAL TIMES

MAY, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

Mr. Trevelyan's Vision.

Speaking at York on Easter Monday the President of the Board declared that in five years, if the present government endured so long, he would double the number of pupils receiving advanced education. With ten years of power he would have secured a full programme of development, including a school-leaving age of eighteen, maintenance grants where necessary, a university training for all the newer teachers, the abolition of employment of school children on school days, and full provision of nursery schools and of special schools for defective children. He said that the country was suffering from administrative negligence, but added later that he was convinced by his "quite excellent administrators" that if he asked for the same amount of money as his predecessors he would have between one-half and three-quarters of a million pounds "to play with." His programme is ambitious, but not too ambitious for our needs, assuming that we are to pursue the policy of education for all. The president did not refer to the question which is likely to prove most difficult, namely, the providing of a force of teachers. It is hardly to be imagined that within five years he could recruit and train a body of efficient teachers numerous enough to instruct even half of the young people who now leave school at the age of fourteen.

Status versus Salaries.

"Vital as are the salaries of teachers, I am more interested in their status and quality," said Mr. Trevelyan to the conference of the National Union of Teachers, at Scarborough. Salaries are not wholly to be separated from status in a commercial age, nor is it possible to hope that teachers of the right quality will be forthcoming if the salaries offered are too small to provide reasonable comfort and opportunity for men and women of cultivated mind. Status, however, is not a matter of money alone, as we see in the case of the parson or the army officer. It depends to a great extent upon the standard of the calling and upon the public knowledge that before entering upon the work the recruit is required to satisfy certain tests. If Mr. Trevelyan desires to raise the status of the teacher he should consider the possibilities of the Teachers Council as a professional body which was established by statute for the express purpose of forming and maintaining a Register of Teachers. He should take steps to render impossible the employment in any responsible capacity in the public teaching service of any person who is not a registered teacher, and he should require all teachers in State schools to be in association with the Council and thereby accredited, according to their grade, by the appointed representatives of the profession.

Free Education.

On another page will be found an interesting comparison between America and ourselves in regard to free education, with a useful reminder that in America the term "secondary education" has a connotation which is much wider than in England. The comparison should be considered with due regard to our history and tradition. Especially should it be remembered that for centuries past we have regarded education as a privilege, to be granted sparingly, lest our fellow-countrymen should be educated above their station or gain access to opportunities by which they could not profit to the full. We have still to decide whether we intend to be an educated nation. Should we decide this in the affirmative it will not follow that our best course is to copy America, Germany, Denmark, or even Czecho-Slovakia. We may learn much from these, but we may fittingly remember that our own national temper and tradition are not favourable to rigid schemes, but prefer a certain elasticity in administration. We have also an extensive and varied provision of independent schools, many of which are giving advanced instruction in a manner which satisfies all reasonable requirements.

A Shattering Question.

Sometimes it happens that an institution or a custom is accepted as a matter of course until some bold spirit comes along with a harmless-seeming query and sets everybody asking why the thing has been allowed to grow up or to continue so long. Some such shattering effect may follow from the implied question contained in the statement of Sir Benjamin Gott, the distinguished Director of Education for Middlesex, who declares: "I see no necessity for a Board of Education at all. What I suggest is that there should be an Advisory or Consultative Committee, properly constituted and containing teachers, and that the Minister should always fully consult the Committee, who should have every opportunity of expressing their views to him." Let us all proceed forthwith to ask ourselves why there should be a Board of Education. Hitherto it has often been asked why the Board did this or did not do that, but such questions tacitly accept the Board's right to exist. What would happen if there were no "Board" in the present sense, but instead an Advisory Committee with a Minister of Education? There would be presumably a body of officials responsible to the Minister and Committee, but they would be expected to confine themselves to carrying out such decisions of the Committee as were approved by the Minister and authorised by Parliament. They would not, for example, claim to approve or disapprove local schemes of education, or play the part of legislators.

The Pensions Question.

The uncertainty as to superannuation is to continue. On April 14 the Government obtained the second reading of a Bill which maintains the present five per cent. levy until April 1, 1926. It was explained that this step was necessary because time and circumstances would not permit of legislation on the lines of the report of Lord Emmott's Committee before the expiration of the Levying Act of 1922. Mr. Rathbone urged that the proceeds of the levy should be funded, instead of going into the general revenue. He pointed out that whereas in the Act of 1918 the non-contributory principle was accompanied by the statement in Section 6 that no teacher had an absolute right to a pension, the Act of 1922, which imposed a five per cent. levy was not accompanied by any corresponding guarantee that pensions would be paid. A most valuable contribution to the discussion was that of Mr. J. F. P. Rawlinson, who urged that the unit of a pension scheme should be the teacher in an efficient school. He reminded the House that in 1918 a non-contributory measure was passed which involved the exclusion of nearly all teachers save those working in State schools, with the result that there was a cleavage throughout the teaching profession, bad in its effects on both independent schools and State schools. The hindrances to the transfer of teachers from one type of school to another, he said, were doing great harm to the cause of education, and he urged that the officials of the Board had not bestirred themselves as they should have done. He suggested that a Bill on the lines of the Report of the Emmott Committee might be introduced in the House of Lords.

Circular 1328.

The new temper in regard to education is revealed in a Circular issued by the Board in which Local Authorities are invited to submit schemes in respect of educational developments. In January, 1921, there was issued Circular 1190, which postponed all expenditure save such as was immediately necessary. The new order withdraws this ban and permits the enforcement of the Fisher Act. Local Authorities will now be asked to bring their schemes under that measure up to date. Once approved by the Board these schemes will have the force of law. It is to be hoped that the Authorities will lose no time in preparing and submitting their plans and that the Board will consider them with all possible speed. It is suggested that the schemes should be comprehensive, covering all forms of educational effort in the area concerned and so arranged as to provide for a gradual development over a period of ten years. The work involved will be very great, but even more necessary than hard work and zeal will be that quality of statesmanship which can look ahead and leave room for developments which are not yet within sight. It will be unfortunate if the work of the Board as a clearing house and referee should result in any imposition of uniformity. The greatest possible freedom should be left to the localities in order that they may develop their plans along the lines of local character and requirements.

A. L. Smith.

The honoured title of Master of Balliol came to him eight years ago, but those of us who knew him will think of him as A. L. Smith, or as we used to say "A.L." Under this affectionate name he was known to generations of Balliol men, for he had been a member of the college for nearly fifty-five years, sharing its life to the full and never sparing himself in his efforts to foster its welfare. His death on Saturday, April 12, at the age of 73 closed a life which was full of activity and robust kindness. As a teacher of history he was an inspiration and model to his pupils, and as a vigorous athlete he could put the slacker to shame. Many will recall the sight of his faded college blazer and a rowing cap which inadequately confined his grizzled locks as he offered comments on a crew. At hockey his energy and skill were a marvel, although it was said on occasion that in a game where he took part prudence dictated that one should play on the same side, and as far away from him as possible. His abundant vigour found scope in the movement for working-class education and this brought him many friendships, such as the average don never knows. There are miners and stonemasons in the north country who will remember him as a guest in their homes and will share the sorrow which is universally felt at the death of a generous and enlightened spirit.

ET PUER PARVULUS . . .

*Where strong men desperate and helpless grope,
I come to cheer and guide ; for I am Hope.*

*Where work is vanity and spent in strife,
I am a prize of travail ; I am Life.*

*Where weapons clash and warring will not
cease,
In weakness armed I come ; for I am Peace.*

*Where the foul vapours curtain heaven from
sight,
Apart I thrust them, look ! for I am Light.*

*Where the old lying oracles are dumb,
I am true prophet of a day to come.*

*Wordless, where earth with angry cries is rent,
I speak with tongues of angels eloquent.*

*Lift up your hearts with me, lift them above !
Lift up your hearts with me, for I am Love.*

P. A. B.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

I.—THE APPOINTMENT.

MY DEAR W.

So you have been appointed Head Master of _____ Grammar School. My heartiest congratulations—I am delighted. I knew that for some time you had been undecided as to taking up research work and aiming at a Professor's chair rather than a Head Mastership. I am very glad, however, for your own sake that you have resolved to be a schoolmaster rather than a Professor. There is a considerable danger of fossilization, God wot, in all branches of the profession, but there is far less in the work of teaching the British boy than in that of lecturing the British undergraduate. Not that you, with your temperament, are likely, wherever your work may lie, to suffer from mental arterio-sclerosis, if I may vary the metaphor.

The day of appointment is always, as you say, a trying day. Conversation with the other applicants who have been called up for interview is never natural, and the congratulations of the rejected recall Homer's phrase about "laughing with another's jaws." There is also usually some element of pathos. There is at least one poor devil who has been on many "short lists" and who, being near the age limit (educational associations protest against age limits, but it is no good: even if no age limit is mentioned in the advertisement there is always one in the Governors' minds) realises that it is his last chance, and is so anxious that, if you have any "bowels," you cannot help being pained by his anxiety. The most self-controlled candidate for that matter is bound to feel a certain amount of agitation at the interview itself.

You write that some of the questions addressed to you by the Governors seemed to you trivial, not to say silly. May be. But you will be wrong if you deduce from the nature of the questions that the Governors who asked them did not understand their job. Nothing has impressed me so much in my dealings with members of public bodies as the soundness of their judgment in appointments. Experience, of course, tells. They are constantly making appointments, and, from practice, they acquire the habit of "sizing up" applicants quickly and surely. Many of them are successful business men: they would not have been successful in their businesses if they had not got this faculty. Governors and members of education committees may often have hazy ideas of the comparative values of degrees and of the technicalities of education generally, but they are shrewd judges of personality. You may be quite sure that, however trivial and even silly the questions may have seemed to *you*, your answers and manner of answering enabled them to satisfy themselves as to what sort of *man* you were, as opposed to what standard of scholarship you had attained to. I am referring, of course, to "clean" appointments, where there has been no wire-pulling.

Talking of wire-pulling, I am not surprised that you express satisfaction that you were appointed entirely on your merits—"such as they are," as you modestly say—and that neither you yourself, nor any of your

friends, so far as you know, pulled a single wire. For it certainly is a great satisfaction. One very seldom gets anything for nothing in this world. A man who secures a post through wire-pulling almost always has to pay for it in some shape or form. I could tell you of many kinds of payment, which men have had to make for "services rendered" in this manner. Sometimes it is a troublesome favour, sometimes a concession that puts its maker in a false position, sometimes the violation of a cherished principle, sometimes the support of the wrong individual or cause. Some get off lightly, some are mulcted heavily, hardly anyone escapes scot-free. The most humiliating experience I know was that of a Head Master in the North of England. He owed his appointment to the influence of a powerful Governor, who had been "got at," and he fell out with him over an important school question. The Governor was much annoyed and said, in the presence of a third party, "I wonder that you oppose me, Mr. X. Why, if it hadn't been for me, you would never have been a Head Master at all." The third party saw to it that everyone in the town heard of it. Having lived in a small town myself, I am never surprised at the stories, which seem to amaze those who live in big towns, of the rapidity with which news spreads in barbaric Africa.

Apropos of the North, did I tell you how a friend of mine in the South, who hated the North, once interrupted me? I was praising the honesty and outspokenness of the Northerners. "They say what they think," I said, "and don't mind whom they offend so long"—"as they offend somebody," interrupted my friend bitterly.

You say that you are frightened at the prospect before you, in view of your "ignorance" of many practical problems of school management. Be of good cheer. You understand boys and you have common sense. These are the only essential qualifications. If you have these, everything else will be added unto you. You have the capacity, too, of profiting by experience—there are plenty of men who have no such capacity. (Do you remember what Frederick the Great said about the value of personal experience? "A mule might have been through the wars of Prince Eugene, but would still have been a mule at the end of them.") You "implore" me to help you with advice, and say that you are preferring the same request to B. I shall be only too pleased to do anything in my power to assist you, and so will B, I am perfectly sure. We will consult one another freely, and each of us will tell the other what each writes to you. But your blood be on your own head. I have been conscious for some years of an increasing tendency to dogmatism, sententiousness and exhortation—this letter shows only too clearly how far I have gone in this direction. You are really pandering to one of my worst vices, especially when you "implore" me to give you not only particular advice in actual difficulties as they arise but general advice. You are rash enough to ask for general advice "right now," as the Americans say.

Yours ever, T.

MY DEAR WILLIAM,

All your friends are glad to hear of your success. Please accept our heartiest congratulations. You are one of the elect, or at any rate, one of the elected. You may now pay your Two Guineas like a man and be a member of the Incorporated Association of Head Masters, that august body which flourishes in January, when it meets in the Guild Hall, London, and fills the London papers with Resolutions of the lambent but innocuous kind. Speaking of newspapers, the teaching profession as you know is greatly interested in the Farington Diary in the *Morning Post*. I wonder who will find my diary, and what it will realise at an auction sale in 2024. I insist on giving you some extracts :—

January 4th. Dined at 7-30 with the new President of the Incorporated Association of Head Masters, at a pleasant French restaurant in Soho. Oratory was the subject of our conversation. The general opinion was that the Association was pre-eminent in after-dinner speakers, but that some favourite speakers were unfortunately not called on this year. It was admitted that the ex-president was, however, superb. One noted that the late Sir John McClure (of Mill Hill School, the astronomer-musician-Head Master) excelled all others in humour and nimbleness of wit. No one could invent a story or tell it better than Sir John. Education was described as a function of many variables. Various factors in education were discussed—children, parents, local authorities—all vitally concerned with the educational system. An interesting case was reported of a witness before the Consultative Committee who, wishing to describe the staff of a training college, had so far forgotten the importance of the representatives of the rate-payers as to call the staff the "authorities" of the college, and one of the members of the Committee could scarcely realise that there could be any authority in education but that of the Education Committees. The talk was further that the most important thing to develop in education was the conscience of the teachers, that, unless the teachers themselves were keen and interested, teaching would soon degenerate into one of the inferior branches of the Civil Service. This was not treason, but common sense. Some of the diners wondered what would have happened had Arnold or Thring been under the control of the County Council.

But let us return to your sheep. I remember you telling me how you posted your application form for your present job; how you walked two miles to post it in a particular pillar-box which was strangely near to the house where lives a charming young lady deeply interested in your career. You dropped it in the box with a reminiscent "Over the top with the best of luck." All has now turned out as you hoped, and some day there will be what the newspapers will call an interesting wedding, and nearly everybody you know will give you a silver inkstand.

You refer to the dreadful meeting with the Governors. My profoundest sympathy! Worse still was the dreadful interview with the four unsuccessful candidates in the ante-room before the meeting began when you all sat glaring at each other. You remember the immaculate candidate who came with a smart black

morning coat, and who looked all round anxiously for a place where his silk hat might be relatively safe. And then there was the other one, that loquacious gentleman who was a friend of most of the important gentlemen at Oxford ten years ago, so that you wondered whether it was because they knew him that they had since attained eminence. It was a good idea of yours to wear a lounge suit and a flowing tie, and to go up to see the school buildings and the playing fields before the interview. I am certain that this weighed heavily with Sir James ———, retired jam manufacturer, the gentleman with the set jelly face, whose motto, you remember, is "Thorough," and who has conducted his affairs with a thoroughness which has changed mangels into marmalade, turnips into apple jam, and a plain Mr. ——— into a baronet. But I quite agree with T. as to the wisdom of Governors. Did not a group of them appoint me?

And now you are a Head Master, and your colleagues in your old school have no doubt offered you congratulations, and will probably remember now how they often foretold your promotion. You were so good at asking other people to do your jobs. Your expectations were like those of England in the ballad of the Death of Nelson; you expected every man of them to do *your* duty. That showed at any rate the organising instinct. "Six days shall thy neighbour do all that thou hast to do, etc."

You have found it a very good plan, now at the beginning, to avoid at least the gaucheries and errors of those Heads whose misdeeds have so often brightened the Common Room conversation. You will see to it that indignities, real or imaginary, like to those under which you have worked will not occur in your regime. You will at any rate *now* remember that a superior position implies superior courtesy. A junior may, it is true (do we not know it?), be boorish and inconsiderate, but a Head Master, never. Had you not had your army experience I should have warned you against an "over-starched" officialism, but there is fortunately no necessity. You will not be a colonel with the ideas of a regimental-sergeant-major. You will not take the contortions of the Sibyl for inspiration or manufacture red-tape, or consider an involved mark system an absolute guarantee of efficiency.

T. is going to give you a straight talk on the other side of this question of courtesy. You must add our letters together and divide by two.

If your former colleagues gave you a present I can recommend to you the story of one who received a jar of peaches preserved in brandy, from a friend. He replied that the spirit in which the gift was conveyed gave him great pleasure.

Yours, B.

The A.C.P. Examination.

SIR.—We have just received information of the following additional concession granted to those who have passed in one or more of the A.C.P. subjects under the old regulations.

Candidates may now, until 1926, complete their Diploma by passing in the remaining subjects either at the A.C.P. Examination itself or at the Oxford Higher Local. The "Theory and Practice of Education" may be taken at the A.C.P. Examination but not at the Oxford Higher Local.

Yours faithfully,

P. LYDDON-ROBERTS,
Principal, Normal Correspondence College.

THE TRAINING OF TEACHERS.

BY SIR PHILIP MAGNUS, BART.

President of the College of Preceptors.

In the course of an address delivered under the auspices of the College of Preceptors, Sir Philip Magnus, President of the College, dealt with the problem of the Training of Teachers. His remarks on this important topic are printed below.

It is a matter of some surprise that, notwithstanding the age of the College of Preceptors, so little is known of its objects, and that its place in our national scheme of education is so inadequately recognised. As to its age, I may mention that it was founded in the year 1846, and received its Royal Charter in 1849. Its present building, erected out of its own funds, was opened by King Edward and Queen Alexandra, then Prince and Princess of Wales, in the year 1887. There was never a time when its work was more needed than now. According to the words of its Charter, its main purpose is "to afford facilities to the teacher for the acquiring of a sound knowledge of his profession" . . . and of certifying as to "the acquirements and fitness for their office of persons engaged or desiring to be engaged, in the education of youth."

We are frequently being told that our outlook on education, on industrial and social life, has been considerably modified, since, and largely as the result of, the Great War. Peace has been proclaimed, and we have devoutly solemnised five anniversaries of the Armistice. But not yet have we been enabled to welcome that World-Peace which we had hoped might bring to us some consolation for all we suffered from and during the war. Where, then, I may ask, can we look for help? Our rulers, in the present undefined political situation, which may last some time, can do very little. It rests, I think, with our teachers, and especially with those in our elementary schools, to effect that development of character in the rising generation which should help to adapt the thoughts, desires, and activities of our people to the altered conditions of life.

We may have read that, some twenty centuries ago, a commission of learned men was appointed to inquire into the provision of schools in different parts of Palestine. They came to a town where no school existed, and having inquired for the responsible governors of the place, the Mayor and Aldermen, or those who at that time represented those officials, were introduced to the members of the commission. "These," they said, "are not the guardians of the town—those whom we want to see." "Who are they then?" the citizens asked. And the answer was "The teachers of the children."

The members of that commission, appointed some 2,000 years ago, were wise men; and now, as then, we may be certain that the well-being of our country largely depends on the personal influence for good of our school teachers. The training they receive in preparation for their responsible duties is a matter, therefore, of the highest national importance.

Are we sure, then, that we are giving the best possible, or let me say the most suitable, education to our teachers, having regard to their professional work? Are we

convinced that the segregation in Training Colleges, apart from students preparing for other careers, of a large proportion of our future teachers, is the best means of giving them that width of thought, that broad outlook on life, that practical experience, and serviceable knowledge, so essential to their special requirements? I think not. It is moreover undesirable that our elementary school teachers should form a class distinct from other teachers. The teaching profession should be one, including all qualified persons engaged in educational work. This, I know, is the aim of the Teachers Registration Council, which after a struggle for existence extending over many years, has now come into being, and is fulfilling its original purpose.

The training for any profession or career consists of two parts, more or less distinct—the preliminary or cultural, and the vocational. For the practice of Law, and even more so for that of Medicine, the vocational course of study is long and severe. For the teacher, the distinctly professional course is not necessarily so protracted. On the other hand, while it is essential that students of Law, Medicine, or Theology, should have received a sound and generous education, for the teaching profession a liberal and cultured training is still more necessary, seeing that the teacher must be well educated in order that he may be qualified to educate.

For the teacher, therefore, more so perhaps than for those preparing for other professions, though for them also, a University education may be considered indispensable.

It often happens that the elementary school teacher has not had, in his early youth, the advantage of those home surroundings that might have helped him in his subsequent career. For this reason, if for no other, it is the more desirable that during his preliminary course of training he should have access to those seats of learning where he can mix freely with other students preparing for widely differing avocations.

It would seem that no arrangements could be less well fitted to supply what the teacher most needs than to confine him, during this all-important period of his training, in an institution where he is practically separated from students with other ideas and other objects in life. This, in my humble opinion, shared I know by many, is a sufficient reason for the condemnation of the Training College system.

In its place I would suggest that every student preparing for the teaching profession should have the opportunity of spending some two or three years in one of our Universities before entering on his distinctly vocational course of study.

I am not suggesting that the teacher can dispense with the professional instruction which the Training College supplies. On the contrary, I regard it as essential. But I think it can be obtained elsewhere and under more suitable conditions. In all our Universities there is a

Department of Education, and under the direction of the University Professor, a full course of pedagogic instruction might easily be organised. Such a course is now being arranged in London at the College of Preceptors, occupying as regards this particular branch of knowledge and professional practice a special and indeed an exceptional position. It may truly be regarded as a school of educational technology. London is so large that there is room for such a school in addition to the Departments of Pedagogy at the University.

I can speak with some knowledge of the value of the training which the College, in accordance with the terms of its Charter, has provided, and can provide, in order to satisfy any requirements of the Board of Education. The history of education in relation to national needs in ancient and recent times; the methods of teaching the several subjects which should be included in the curriculum of elementary schools; practical instruction in school management, are, I venture to think, the more important matters with which every school teacher should be conversant. The College is in a position to provide suitable instruction in these and other subjects, and to afford facilities to students for testing their ability to teach. It is able to offer to students of either sex all that can reasonably be required to supplement their University education. I am informed that the Licentiate diploma of the College is recognised by the Teachers Registration Council as satisfying Condition I of the requirements for registration. All that is now needed is the recognition of the College by the Board of Education as a technical school for students training for the profession of education.

By some such arrangement with the Universities and with the College, which is now a self-supporting institution, a considerable saving in the cost of our national system of education might be effected, and what is more important, our somewhat antiquated and exceptional method of preparing students for the profession might be simplified and improved.

A Training College in 1871.

"I spent two very happy years at the Bangor Normal College. We were fed simply, but most wholesomely; the regulations as to sleep and work were most sensible, and, of course, the companionship was perfect. But when I came to look back upon much of the work we were given to do there, it was with feelings of deep resentment. The tutor from whom we learnt our mathematics, Mr. John Thomas, we found in every way admirable. He was patient, methodical, honest, and thorough. . . . But it was otherwise with our study of English and of history, etc. In these departments, methods of shameless "cram" had been adopted. . . . We analysed, parsed and paraphrased every passage in 'Julius Caesar,' the play prescribed, and we could repeat most of it by heart; but we were never induced nor encouraged to read any other of Shakespeare's plays nor to acquaint ourselves with any one of the great classical writers."—From "Old Memories": Sir Henry Jones.

STORIES FROM OVID.

CEYX DROWNED AT SEA.

(Metamorphoses xi, 537-567.)

The tale of King Ceyx and his faithful wife Alcyone is one of the most pathetic in the Metamorphoses, and the episode of the tempest is told with all Ovid's usual skill. In the sequel Alcyone finds her husband's corpse upon the shore, and the gods in pity change them both into sea birds.

Skill fails and courage yields: each wave beneath
Seems now to bring the sure approach of death.
Some weep aloud, some sit in silent grief,
Some call upon the gods to send relief,
And with their hands uplifted to the sky
Beg for the burial that the waves deny.
Some think of fathers, and of kinsmen some,
Others of children, others of their home
Whereto, alas, they never, nevermore shall come.

But Ceyx thinks of his Alcyone;
Upon his lips there is no one but she.
He longs for her alone, and yet to-day
His heart is glad that she is far away.
How would he love to see his native shore
And turn his eyes towards his home once more!
But where he is he knows not; with such might
The billows swell, and heaven is veiled from sight
By murky clouds more dark than gloom of blackest night.

The furious tempest breaks the swaying mast,
The rudder tears away; and now at last
One overwhelming wave, as heaven high,
Above all others wins the victory.
Onward it sweeps, by its own fury borne,
Like some huge mountain from its foothills torn,
Athos or Pindus, till too monstrous grown
It crashes on the ship, which reeling down
Sinks to the sands below, and leaves its men to drown.

Most with their vessel perish in the deep
And ne'er returned to light entombment keep
In ocean's darkness; those who still survive
To stay afloat on broken wreckage strive.
Ceyx himself instead of sceptre grasps
A shattered spar and calls with panting gasps
Upon his sire for aid, yet calls in vain;
And, as he breasts the fierce tempestuous main
"Alcyone," he cries, and cries aloud again.

While he has strength to swim 'tis that dear name
His pallid lips amid the surges frame,
And to high heaven make their piteous prayer—
"Ye cruel waves, my lifeless body bear
To her I long for, that upon the strand
I may be buried by her loving hand."
Such was his final cry; and when the strife
Of wind and water robbed him of his life
His last low murmur was "Alcyone, my wife."

F. A. WRIGHT.

COLLEAGUES.

STORIES OF A GIRLS SCHOOL. II.—PRISCILLA.

Priscilla is small and thin and indefinite in colouring. Her rather untidy sandy-grey hair growing straight up from her forehead makes me think of a Skye terrier facing a high wind, and this impression is helped by her short-sighted habit of screwing up her eyes. Priscilla is not her first name nor the one by which she is known at home, but it was inevitably her school name from the first day that she uttered it. "Priscilla." The precise, staccato enunciation is a goose-step in phonetics, leaving one leg uneasily in the air, but the addition of her surname, Black, brings the heels together with a smart click. She is First Form Mistress and her children always love her. Her quiet, Victorian manner, her old-fashioned precision of speech, are strangely restful and secluded in a day when the affable relations of staff and girls are often based on a slangy camaraderie, self-consciously unconventional. The children pass on from her with a certain bloom of refinement which most of them lose, but some keep until they are old enough to appreciate the person from whom they gained it. Unfortunately when they have passed out of her form they seem to acquire a little habit of ridicule, an ugly and ungracious pose, of which happily she seems unaware.

An Old Girl first told me of the stock joke to make Priscilla say her name, and only a day or two after, I happened to go into the room where she was in charge of Lower School preparation. A child with a birthday book (apparently not the first) was strolling back to her desk and every head was raised in expectation. "What does the P stand for, Miss Black?" The impertinence of the tone was thinly veiled by an over-done innocence, but Priscilla answered with patient and gentle surprise "Have you not heard, deah?" I beat a hasty retreat vowing that somehow or other some misdeed should be brought home to one or two of those children. It would be wrong to infer from this scene that Miss Black's discipline is weak. She has little to do with any form but her own, and there her gentle method of ruling is most effective and happy.

Priscilla has been through a heroic struggle: her mother was an invalid for many years and her sister was practically out of her mind from melancholia. They were very poor and by the time the Burnham Scale came the other two were dead, and Priscilla alone felt, as she said, "wickedly rich." There were the elements of tragedy, but Priscilla is by nature incorrigibly un-tragic. Whatever the circumstances might be, there is always a distracting element of the ludicrous—an annoying superficiality like a red nose, or a tape hanging out, which yet spoil the dignity of the situation. One may feel a gush of tenderness and sympathy and pay for it by going to tea with her and sitting through a couple of hours of remorseful boredom. It is the same with her work. She is very good at it and valued—valued as an institution, but there always seems to be lacking the last touch of a real appreciation. Her children grow beyond her and forget, with that forget-

fulness which has a tinge of treachery, like the little manikin who slights his old nurse because he is with "other fellows." Even the recognition of the most discerning is hardly free from a touch of patronage. Yet I remember in the Staff Room sometimes, most likely when it was rather empty, a gleam of apt humour at which none was so astonished as herself, particularly when it was received with that returning chuckle with which two or three of us always greeted her little strokes. They were all too much born of the moment and of the personalities concerned to bear being written out and explained. They were dependent, too, on the almost firm enunciation and the rapid, breathless little run at the end of the sentence. The pin was put in at the precise spot, delicately, with the thumb and forefinger and with the little finger fastidiously curled.

When I meet Old Staff—of the right kind—after important or intimate facts have been poured out, there is a pause, and the next question, with a gentle grin, "And how is Priscilla—do you remember . . . ?" Yet when her colleagues have gone and only pupils remain, she will be remembered perfunctorily as a "good old thing." Some will know they have reason to be grateful for solid benefits, but no one will know what we wish her remembered by—that is what bothers me!—that queer, delicately, pungent turn of speech and the little flush of surprise and shyness at its recognition. Those things must be laid up in some treasure house!

FROM "THE EDUCATIONAL TIMES"
OF SEVENTY-FIVE YEARS AGO.

May, 1849.

From an Editorial Article.

"It would not be difficult to name many Tutors of Colleges at both Universities who have been constituted such at twenty-two or twenty-three years of age, without any previous experience in the art of teaching: Masters of Grammar Schools, and Principals of Proprietary Colleges, who have received their appointments solely in consequence of their position in the class-lists of the Universities, and who were utterly inexperienced in and ignorant of the art of teaching. The evils resulting from this strange anomaly appear in the disorders of our Universities, the inefficiency of our Grammar Schools, and the low tone of education throughout society."

From a Letter to the Editor.

"My own brief career may well serve as a type of the class. My father kept a day school in a country town. He had about seventy pupils, and I was the only one who learned Latin. As he had no assistant he had but little time to bestow on me, so that I was left almost entirely to my own exertions. At the age of sixteen I left the paternal roof, to occupy my first situation as a teacher. For nine years I toiled in various schools, labouring among the pupils from six or seven in the morning until nine in the evening, with little or no time for study, until the boys had retired to bed. Then came a space of time that I could call my own, during which I installed myself in my bedroom to study Greek and Latin. Here, in the depth of winter, without a fire or fireplace, wrapped in a cloak, by the light of a solitary candle, and surrounded by a halo of my own half-frozen breath, with benumbed fingers I turned over the leaves of an old Ainsworth and a still older Hederic."

FRANCIS PLACE

Notes from the Biography (1771-1854) by Graham Wallas.

By S. T. H. PARKES.

"The end of industry is not profits but life: a more abundant life for men." In his recently published tribute to "A Great Schoolmaster," Sanderson of Oundle, Mr. H. G. Wells has thus stated a principle of which an early and notable exponent was Francis Place.

Place owed little to birth or upbringing. His father was a brute—a retired "sponging house" keeper who battered on the wretched inmates of a debtor's prison in Vinegar Yard, near Drury Lane, and took a tavern with the savings he had made by legalised blackmail. "He never spoke to any of his children in the way of conversation; the boys never ventured to ask him a question, since the only answer which could be anticipated was a blow." The lad, however, received some sort of schooling from the age of four till he was fourteen. He became head boy, and was set to teach his fellow scholars—an experience which afterwards bore fruit in his advocacy of the Lancasterian monitorial system, since discredited, of setting the children to teach one another. But he did not learn much until, in his twelfth year, he came under "a kindly ineffectual teacher, who lent him books, gave him good advice, and lectured him with the other pupils every Thursday afternoon on the elements of morality."

The substance of these lectures, unfortunately, has not come down to us, but they are more than once recalled by Place in the "Autobiography." In his apprenticeship days as a journeyman tailor "he belonged to a cutter club—an eight-oared boat's crew—who used to drink and sing together after the evening's row. The coxswain of the crew was some years later transported for a robbery, and the stroke oar was hanged on a charge of murder." Francis, however, did not go to the bad, nor could he afterwards accuse himself of a single act of dishonesty; a consummation in part due to innate personal pride, but largely to the wide views of life which he had learnt from those Thursday afternoon lectures on morality. Of a later time, when as an active member of the Breeches Makers' Benefit Society he took a leading part in a strike for wages and suffered with his young wife in their one-room home indescribable hardship, he says: "As I looked at her, in her comfortless, forlorn, and all but ragged condition, I could hardly endure our wretched state, and know not what mischief or crimes it might have driven me to commit, had not the instructions of my good schoolmaster, and my previous reading, enabled me to form something like correct notions, and to hold to them." Describing in 1833 his ideals of a middle-class school curriculum, he is careful to add—"morals, including the broad and comprehensive doctrine of motives."

During those early years of stress and strife Place had braced himself to hard study. He had already read "the histories of Greece and Rome, and some translated works of Greek and Roman writers; Hume, Smollett, Fielding's novels, and Robertson's works; . . . much on geography; some books on anatomy and surgery; some relating to science and the arts; and many magazines."

Adam Smith and Locke he also studied while out of work, and acquired some mastery of decimals, equations, the square, cube, and biquadratic roots; of logarithms, algebra, and Euclid. His progress in the latter was slow: he found himself perplexed "between quantity and number." Under an emigrant priest he became proficient in French and acquired a first-hand acquaintance with the writings of the revolutionary philosophers, Helvetius, Rousseau, and Voltaire. Religious doubts and fears were ended about his twenty-fourth year, when David Hume's essays and a chance copy of Paine's "Age of Reason" made him finally an agnostic.

Place tells us that of three things continually in his recollection at this time, "the first, and by far the most important, was to get money, and yet to avoid entertaining a mercenary, money-getting spirit; to get money as a means to an end, and not for its own sake." His organising capacity, energy, and determination enabled him to rise from the position of a journeyman tailor and to become a "successful merchant"; and although he had a family of fifteen and was engaged in public affairs he was able at the age of forty-six to hand over his business to his eldest son, and to give undivided attention to political and philanthropic work.

In close association with his utilitarian friends, Bentham, and James and John Stuart Mill, and with the help of Brougham, Place took a leading part in the cause of popular education. Working on the lines established in 1810 by the Royal Lancastrian Association, founded by the Quakers, these enthusiasts were bent on the promotion of a complete system of primary and secondary education. "Schools for All" was their ideal, and Place, with prophetic vision, wrote to a Chartist friend in 1840, "I hope to see the time when £20,000,000 will be voted to pay for the building of schools . . . and when a compulsory rate will be levied on all." His notes to Bentham's "Chrestomathia, or Useful Education," show forethought and originality. He advocates the teaching of mineralogy by diagrams and specimens; the simplification of grammar; the observation and the handling of geometrical forms in order to overcome the difficulty in turning the thoughts from number to dimension, to which reference was made in his account of his own early study of Euclid.

Whatever its defects, the monitorial system under conditions then prevailing had its uses. James Gray, a master at Edinburgh High School (1813), writes: "Instead of that inattention, drowsiness, and even insubordination that too frequently prevail at the bottom of large classes in the old way, all is activity, cheerfulness and prompt obedience; . . . no boy becomes incorrigibly idle, because he is kept in employment, conquers every difficulty, and soon begins to love his labour." With its rapid fire of question and answer, the use of the blackboard in the teaching of geography, and general inventiveness in devising expedients and arousing interest, the monitorial system did provide "every boy with something to do, and a motive for doing it." It even anticipated an Oundle ideal in that it substituted co-operation for competition.

MUSIC.

NOTES ON RECORDS—V.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

FIRST MOVEMENT OF BEETHOVEN'S THIRD SYMPHONY ("EROICA"). ORCHESTRA CONDUCTED BY SIR HENRY WOOD. (COLUMBIA 1447.)

A symphony is a composition on a large scale containing three or four movements and written for full orchestra. At least one movement generally is in the same form as that recorded here.

After two introductory loud chords the first subject begins in the 'cellos and is completed by the first violins; oboes and horns, flutes and clarinets, provide a continuation which grows quite naturally into a connecting passage ending with trumpets and full orchestra declaiming the opening of the subject. This is followed by the first section of the second subject consisting of three notes given out on the oboe, immediately repeated on the clarinet, and three others on the flute and then on the violin. A passage for strings and wood, with sustained notes on the horns, leads to a lively passage on the strings accompanied by detached chords on the wind, and these introduce the second section of the second subject, a passage of simple and beautiful harmony beginning on clarinets and bassoons, joined by oboe and flute in succession, and continued by the strings. Wood and strings alternate for a moment and then the strings begin a running passage and are joined by the wind in leading to a climax which ends with repeated chords, which are followed by a calm and quiet announcement by the violins of the opening of the first subject and so the first part of the movement finishes. (We are now about two-thirds of the way through the record.)

The second part of the movement, the development, begins softly on the lower strings, the first violin interjects a few notes which are at once repeated by the oboe and bassoon and after a few chords lead to a fragment of the first section of the second subject over sustained horn notes. Soon is heard very softly the beginning of the first subject in the basses, with the violin interjecting short passages (nearly at the end of the record) and then a noteworthy passage for full orchestra, in which the violins have phrases founded on the lively passage already noticed as occurring between the two sections of the second subject, combined with a figure played by violas, 'cellos and basses which is founded on the opening bars of the first subject and accompanied by repeated chords on the wind. (The first side of the record ends here.) The second side begins with a passage for the clarinet founded on the first section of the second subject and continued by the flutes and violins in succession, and then its few last notes are treated in "fugal" fashion, being announced by the violas over a running bass and taken up by the second and first violins in turn. (In a fugue one part or instrument announces a little tune (subject) which is taken up by the other parts in turn at a higher or lower pitch, and is imitated by them

exactly or nearly so.) After this short fugal passage the wind instruments join in and eventually a series of crashing chords on the full orchestra, continued in quieter mood by the strings, lead to an entirely new phrase, the melody of which is given out by the oboes accompanied by the strings and then continued by the flutes and bassoons. (About two-thirds of the way through the record.) The oboes and bassoons then lead us back to the beginning of the first subject once more, the other instruments suddenly join in and prolong the section until the reappearance of the new phrase just mentioned, this time on the clarinet. The first subject comes back again on the wood wind, and then seeming to exhaust itself this development section ends with a series of sustained chords on the wood wind, the first three on the oboes and bassoons, the clarinet is added in the next three, and the horns after that. (Notice the addition of the clarinet in this passage.) These chords are followed by little snatches and then pizzicato single notes on the strings, and finally the violins tremble away and the horns softly announce the first subject and lead into the third part of the movement, the Recapitulation. The third part of the movement consists of a restatement of the first part. The record cuts out all this part and plunges straight into the middle of the Coda, in which much of the previous material can be recognised: first the basses and then the trumpets in the opening subjects, the running accompaniment of the wood-wind, and then of the basses; and finally a quiet little Beethovenish interlude leads to a triumphant ending.

The movement is in the usual First Movement, or Sonata, Form found in the Symphonies of the great composers. This form contains three parts: (1) the Exposition or Enunciation in which the chief ideas of the movement are exposed or announced; (2) the development in which the material of the first part is expanded and worked out; (3) the Recapitulation in which the Exposition is restated; with a Coda—a summing up, or ending.

Beethoven was an innovator in the advance and development of orchestral music and this very symphony met with severe criticism, not to say condemnation, by some of the musicians of the period. Further particulars will be given in connection with his Romance for Violin and Orchestra (June, 1924).

Things we have noticed: Symphony, first subject, second subject; oboe, clarinet, flute, violin, clarinets and bassoons, wood tone, string tone; development of previous ideas, clarinet, fugue and fugal; Recapitulation, first movement, Form or Sonata Form, Beethoven.

ART.

BY RUPERT LEE.

To be born in the newspaper world is as good as an extra waistcoat—at least so one would judge in considering the reputation of Mr. C. R. W. Nevinson. Over and over again one is astounded at his work being seriously considered, and so much so that one so tempted to return and look again in case there was something one had missed; but no, it is quite true, a general level of dullness prevails, clumsy drawing, dirty colouring, and empty, meaningless attempts at design. One thing we may allow him and that is industry. It is astounding to think of him producing what must be, even to his standard of judgment, dreadful disappointment after dreadful disappointment. Perhaps he likes them for what may be considered their qualities of public appeal. No doubt in his painting of the numerous landscapes recently shown the motive has been, "well—the public like picture post-cards, oilette series, they shall have them." But even here they must fail. The two portraits of "pretty girls," for instance, are not really as good as Harrison Fisher. Not so well drawn nor so pretty. The three pictures entitled "Peace" composed what was, in a newspaper sense, a good satire—especially before Lord Birkenhead thought it must be upon him and caused one painting to be altered. Examination of these pictures does not leave us with a similar pleasure in them as works of art. For many of us the fact that Mr. Nevinson's name is known will for ever be a wonderful demonstration of the "Power of the Press."

Mr. Vernon's Hill's drawings and etchings in the same gallery are very different matter. In a certain sense Mr. Hill draws very well; there is a surety about what he does and an appreciation of form and line which gives his works a value even to those who don't like that sort of thing—among whom I count myself. His principal fault is a sort of pedantry. Sometimes he descends further—in one case as far as G. F. Watts, where he produces a small etching of figures strongly reminiscent of the "Eve Repentant." There is a great deal of allegory which one cannot but feel is to art what scum is to the surface of the pool, a fouling and a dimming growth. The best drawing is, to my mind, one called "The Unassailable." I regret the title but the drawing is strong and sculpturesque, which helps to lend conviction to the firmly designed wings which the man wears variously distributed about his person. Space forbids a dissertation upon the stunting effect of the allegorical upon any but the strongest minds, but the subject is one worthy to be thought upon. The natural fault in Mr. Hill's make-up is that you can see that, whether he is conscious of it or not, he has an instinctive desire to be impressive, that greatest vice of all allegorists.

Mr. Wilson Steer's exhibition at the Goupil Galleries is a most delightful dish. One newspaper critic hails it as being what he calls "a riposte to French art," but alas it is French art. Just so much so as Handel's music was English music. During any period that one country essentially triumphs in an art all that art of that day is of that country. I can hear the thousand objections, but at the same time it must be admitted that the whole spirit of Mr. Steer's painting is "Frenchified." No one who has not seen it must think that this show is like a

modern French exhibition. The French that Mr. Steer leaps from is that of the fantastic period of Boucher. The "Toilet of Venus" has much affinity to Louis Quinze, but of course it is, if not better, differently painted. Personally, I think it is better in painting, and after all colour is not Boucher's point of strength, although it may be his virtue of prettiness. Superficially, there is some resemblance to the English Georgians, but it doesn't go very far. I should say that Venice of a certain period and France of nearly all times have prevailed over any other influence. Looking round one feels that Mr. Steer so far from painting real things conventionally—which has been a prevailing habit in modern art for over 100 years—paints conventional things realistically. The life he presents in the picture mentioned above, or in "Sleep," or in "The Pillow Fight," is not the ordinary everyday life dear to the modern painter. In "The Pillow Fight," the girls are not really fighting—they are getting into graceful poses. There is one painting exceptional to this and that is a portrait of Walter Sickert. I cannot otherwise describe it than by saying: "There he stands." And most people know how he does stand and how he graces that ugliest of all hats—a bowler.

Upstairs, in the same building, is shown a collection of works by the late Harvard Thomas, sculptor of the celebrated "Lycidas," which the Academy threw out and afterwards bought for the Tate, with apologies for not having properly looked at it. Having been formerly a pupil of his I cannot but feel a certain reverence for the thoroughness of his methods and his strange insight into the articulation of forms. The large figure in wax is a fine example of his theory of realism. He is perhaps the first sculptor since Greek days to produce a work of art which was at the same time a close copy of the model. It was his belief that at the best a statue was a faithful copy of the human figure. A strange belief, but believing it he produced some of the finest single figures England has seen. He occupies a position alone in sculpture. Far removed from the academics he stands as a touchstone by which the ineptness of their work may be judged. It is interesting to compare "Lycidas" with a sculpture by Frederick Leighton, or Derwent Wood. In this exhibition there are a few good drawings and some very fatiguing designs. As with all Celts his fancy is stronger than his imagination.

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But the editorial matter does not aggressively obtrude itself, and the books are altogether pleasing. P.M.G.

AT THE PLAY.

BY GERTRUDE VAUGHAN.

Saint Joan.

The British Tommy who wrote home that he had seen, in Rouen, the spot where "John Dark" was burned would hardly experience a greater shock at the New Theatre on finding that "John" was a woman than those who go to the play with preconceived notions of a gentle visionary, leading her armies in a perpetual state of trance and liable at any moment to fade into the unseen world whence her voices come.

Where sentiment is there is not Mr. Shaw; nor is there, in this instance at least, Miss Sybil Thorndike. For the Joan of the play is an extremely tangible earthly wench, differing only from any English village lass in being French, and in having, like Socrates, a familiar—two familiars and sometimes three.

But sentiment is withered not by scorn but by laughter—and, it must be confessed, by common sense. Who does not recall the early days of August, 1914, when we said to ourselves that this was no time for emotion and that every ounce of nervous energy must go into the winning of the war? Just so Joan, having received her orders, sets about her task, seeing only the end—the crowning of the Dauphin at Rheims. It is all so simple to her: God and the king! God gave France to the French and England to the English, else why has He made their languages different? Yet, when she lollops (the word fits!) into the presence of de Bandricourt to ask for sixteen francs to hire a horse one does get a shock. She is polite enough; she curtsies; calls him "Squire" when rebuked for calling him "Robert"; works a miracle "off"; but she is not the Joan of the painters and sculptors, and her name might just as well be Audrey as anything else. Still, as the captain, convinced by the miracle, admits, "there is something about her"; and miraculously, it seems, she is at Chinon, asking "Where's Dauphin?" in her broad country way. This is no dreamer, but a jolly, hearty hail-fellow-well-met, practical young woman, filled equally with enthusiasm and common sense; intensely determined, intensely practical, and not to be deterred by difficulties.

Only to her friend "Jack"—Dumois, the Bastard of Orleans, does she permit any confidences as to how her Voices come. He finds her, after the coronation, kneeling in the ambulatory of the cathedral, and she tells him what the bells say. One misses here, if nowhere else, the sense of unearthly companionship which we have always associated with the Maid. Anybody can find words for cathedral chimes, but by no means anybody can lay claim to celestial communions which are able to turn a simple peasant girl into a great warrior. (A theosophist might argue that there were two Joans; or rather that the earthly Joan was "possessed" by some higher power for the purpose of her great mission.)

If the Joan of the play fails anywhere it is, I think, in that scene after the coronation when, her mission

accomplished, she is plainly told that if she insists on going to Paris, she must go alone. It is not the realisation of loneliness that fails; it is that the contrast between the visionary and the soldier might have been much more dramatic. She is intellectually rather than spiritually (or emotionally?) realised, and one is dissatisfied without both.

For all that, the play grips, and from the first to the last scene you live in a state of tension and then, with the epilogue, you come down with a bang. Charles has brought about the rehabilitation for his own ends; if Joan was truly a witch, he is not really a king after all. Her rehabilitation settles this once for all, and in a dream she appears to him twenty-five years after her death, and soon the stage is filled with all the principal characters vieing with one another in apologies yet showing unmistakably that, given the same circumstances they would do it again; that the world is not yet ready for the saints. The chief shock here is the twentieth century Papal envoy in top hat and frock coat who announces her canonization and regards the group as "fancy dress." Could anything be more Shavian? In a note the author says, "without it the play would be only a sensational tale of a girl who is burnt, leaving the spectators plunged in horror, despairing of humanity. The true tale of Saint Joan is a tale with a glorious ending; and any play that did not make this clear would be an insult to her memory." But the top-hatted envoy, with his brisk business-like reading of the papal decree! And the English soldier who is allowed a day out from hell on 30th May as a reward for giving her the two crossed sticks to hold in the fire: "What I say is, you've as much right to it as they have," he is explaining, in good cockney, when midnight strikes and he excuses himself on account of a "pressing engagement." Realism of the most realistic and unsentimental school here!

It is a brilliant dramatic triumph to keep us thrilled for over three hours by what was after all a conflict between mysticism and materialism, and more especially by the discussions about Joan when she is off the stage. The arguments of the Bishop of Beauvais (Mr. Shaw admits of no villain in the tragedy, which was, he says, "a genuine act of faith and piety") with Warwick and the English chaplain is one of the interesting scenes in the play. The claim of heretics to private judgment must, says the Bishop, be ruthlessly stamped out; and he mentions Huss of Bohemia, Wicliffe of England, and the camel driver of Jerusalem as arch-heretics on this ground. Warwick, maker and unmaker of kings, is much more concerned about the position of the barons if Joan's view of "God and the king" gains a hearing in England; and the chaplain can see no further than the most jingo among us to-day: "But she's against England!" Therefore she is a witch and he would burn her with his own hands. (The subsequent remorse of this English priest is a very moving piece of acting.)

Needless to say a brilliant play; equally needless to say a very Shavian one; needless merely to add that if only as a study in history everyone ought to see it.

EDUCATION ABROAD.

FREE SECONDARY EDUCATION IN ENGLAND AND AMERICA.

BY HAROLD T. WILKINS.

"Your English system of secondary education is a scandal, I reckon," said a young Canadian from New Brunswick to me a few days ago. "In Canada and in the United States our public secondary and our 'common' or primary schools are free to all."

At a time when our whole education system may go into the melting-pot, it may be instructive to compare the relative positions attained in England and the United States. An examination of the Board of Education's statistical tables for 1919-20 (the latest accessible at the time of writing) shows that the supply of secondary education in England is inadequate. Between 7 and 21 in England and Wales are about 10,000,000 persons, and between 6 or 7 and 18, there are 8,500,000. Only 331,000 are in state secondary schools. Again, about 150,000 children between 14 and 18 are in state secondary schools out of a total of 3,600,000 of the same age in the country. In other words, not more than 4 per cent. of the boy and girl population are in state secondary schools. "The total number of children in the secondary schools in October, 1923, was about 359,000 . . . and the schools are mostly full," said Mr. Trevelyan in the House of Commons, on the 12th March, 1924.

The Departmental Committee on Scholarships and Free Places in Secondary Schools reported, in 1920, that there were in 1913, 49,120 free scholars (ex-elementary school pupils) out of a total of 151,045 pupils then in 885 grant-aided schools. This committee recommended that the number of free places in the secondary schools be increased to 40 per cent., but the wave of economy which swept over England in the years 1920-22 engulfed all such proposals until Mr. Trevelyan, as he said, "reversed the engines," in March, 1924.

In the same month, the minister told Mr. Lowth, M.P., in the House, that in 1920-21 less than 10 per cent. of the total number of ex-elementary school pupils passed on to secondary schools, whilst only 4.2 per cent. reached the universities. Comment, in face of these official figures is superfluous, and as to the demand for secondary education in England, one need only draw attention to Mr. Trevelyan's remark already quoted: "The secondary schools are mostly full."

Now what of the position of democratic secondary education in the U.S.A. Mr. Charles H. Judd, Director of Education in the University of Chicago, says that, from 1890 up to 1915, the population of the U.S.A. increased 60 per cent., and in the same period the number of pupils in the high schools increased 300 per cent.*

Universal free secondary education in the U.S.A. dates in principle from 1850, though it was not until about 1890 that a system of state education stretching from primary or common school to University was firmly established. America has never instituted the centralised scheme of education, in our English sense of the term, whereby a Department of State co-ordinates and aids the work of local education authorities. Education in all grades is a matter for the various States of the Union, as it is of the provinces in the Dominion of Canada.

The Federal Government may pay the piper by appropriations in aid of individual States, but the latter, impatient of any interference from Federal authority, will call the tune. It may be noted that since the foundation of the Union grants of Federal domain land equal in all to nearly twice the area of Great Britain have been made to 28 States for the endowment of "common" schools and colleges, and up to date £30,000,000 have been obtained from the sale of such lands by common schools (with a further £90,000,000 in prospect); and £10,000,000 (with £30,000,000 in prospect) for universities and colleges. Only 8 per cent. of the U.S. high schools are privately owned, and they have 8.3 per cent. of the total of secondary school pupils.

Another striking divergence between British and American present conceptions of secondary education is that whereas, in this country, secondary education has been officially defined as "one which offers to each of its pupils (from 12 to 17 years of age) a progressive course of instruction . . . in subjects necessary to a good general education," in the United States all grades corresponding to English higher elementary, technical and continuation school education would be reckoned as secondary.

"But," says Mr. James W. Norman, professor of education in the university of Florida: "The most fundamental point of difference between the English and American systems of secondary education is undoubtedly that of universal free secondary education. This is the foundation-stone of the whole system of American secondary education in its every phase. On nothing is there such complete accord."†

"This Commission holds," says the U.S. Commission on the Re-organisation of Secondary Education in 1918, "that secondary education should be so re-organised that every normal boy or girl will be encouraged to remain in school to the age of 18, on full time if possible."

Federal returns are quoted by the Commission showing that one in every 73 of the estimated total population obtained secondary education in 1914-15, whilst "about one-third of the pupils who enter on the first year of the elementary school reach the four-year high school, and about one in nine is graduated."

But in the U.S.A. tuition is free to all and entrance is "free to all adolescents adequately prepared, yet no maintenance grants are given to the poor in America, for fear of charity, or because of the spirit and custom of working one's way through."

We may end with a quotation from Mr. C. H. Judd's "Democracy and American Schools" (1918, Chicago):

"The high schools are exclusive in the first place because the common family does not always find it possible to afford the time for its sons and daughters to continue their schooling. There is, therefore, in some measure the exclusiveness of wealth even in the free high schools. This departure from complete democracy is disappearing as the economic conditions of the average family improve."

† A comparison of Tendencies in Secondary Education in England and the U.S., published 1922 by Teachers College, University of Columbia.

* University of Chicago War Papers, No. 7, 1918.

SCHOOLCRAFT.

CHILD CREATORS.

A Teacher's Thoughts on Handwork in School and Out.

(Continued.)

BY ELSIE F. FIELDER.

Handwork being a method of teaching subjects, and not a subject in itself, courses of handwork must be related to other school-work. If these courses were isolated from the rest of the curriculum the various subjects would lose a valuable friend for, when children learn by doing, their work is bound to be real to them. The following outlines of schemes of handwork are arranged with this principle in view. The first is planned for children of about seven years, and it is connected with history and geography because at this stage of their existence people are interested in other people. The children are still highly imitative; action appeals to them strongly; and they are very dramatic in their representations of battle, murder and sudden-fairies! Consider how attractive from the point of view of the practical-psychologist (synonymous of course with the name of "teacher") children's drawings are at this stage. They are so full of life. They *draw*, they do not try to draw. It is a delightful age of confidence. (I should like to meet the person who deliberately tries to stop the fairies dancing around the feet of the wondrous little person of six or seven.)

A.—FOR CHILDREN OF ABOUT SEVEN.

We will presume that the children have been interested in the times of King Alfred, not only about the cakes, but about the development of learning, of reading and writing, of the navy he formed, and of his wise laws. During the geography period they will have learned something about the general physical features of Britain, and a little about Denmark.

Paper and cardboard work (exercise book covers of various sizes): a book can be made by each child, *cf.* books of Alfred's time; children can put in such reading matter as they are able; also illustrate stories of Alfred. Cardboard boats can be made to represent the King's navy; also armour of Danes (for acting).

Clay work: The camp of the Danes; relief maps of England and Somerset; articles of food on the table of a wealthy person then and now.

Needlework: Tents for the camp; dolls dressed in costume of the time, sails for the ships.

Brushwork: Illustrations of the history stories; pictures of what the children would expect to see in various parts of England.

B.—FOR CHILDREN OF EIGHT AND NINE YEARS (in connection with the history of printing).

Cardboard work (old boxes, backs of writing pads, straw board, wall-paper, etc.): Make a book (entirely free work); a portfolio (under direction); bind magazines (under direction); make a model of Caxton's press.

Nature work: Make a fishing net, a basket for specimens; a portfolio for photographs of bird life and a nature note-book. Clay-models of tadpoles, frogs, newts, worms, snails, etc., from life. Butterflies and other insects can be carefully drawn and coloured from memory. (If children never do anything from memory

they are not very likely to be generally observant.) Woodwork time gives opportunities for the making of egg-boxes, egg-stands, boxes for seeds, window boxes, wheel-barrows—all useful in connection with out-door work.

C.—FOR CHILDREN OF 10-12 YEARS.

These girls and boys should be able to do some really well-finished work, and their fingers are fairly strong. In connection with Citizenship:—

Drawing: Illustrations of stories of Ancient Rome. Design flowers, animals, or other symbols of the arms of the town (to be used on clay vase); models of the Forum and of the Houses of Parliament.

Weaving: Home-made looms; patterns woven in.

Carpentry: Models of houses of different periods: simple household furniture, cane and wood combined for simple chair. Carpentry combined with needle-work gives a fire-screen; cretonne covered wooden boxes of different shapes make foot-stools, hammocks, shelves, etc. The stencilling of original designs is useful and effective for school-room curtains, children's dresses, overalls, screens, coverlets, and so on.

Out-of-school work is a revelation of the tendency of the child's present interests. One gets the jolliest surprises from youngsters who come with the shy pride of the artist to show a home-made engine, a top, a bow-and-arrows, an aeroplane that "flies *really* for a minute!" What a child does and thinks out of school matters far more than what he does and thinks in school, because there he is in a more or less artificial atmosphere, and anything which shows the teacher how he acts when away from school influence is useful to her in making true estimates of his development and character.

In a boarding-school the interest can materialise into the formation of guilds: a toy-makers', carpenters', sewing, gardening, photography, and so on. If the guilds are self-governing, the work can still be labelled "free," *i.e.*, work not done at the suggestion of the teacher. Even in a day-school it is a delightful plan to encourage members to do manual work at home, for example, for their own nature club. During the holidays the children choose different "special studies," and at the opening of term one brings shells on cards, another twigs of trees, another drawings, another a net for pond-dipping, and so forth. The children should feel that they are sure of the teacher's sympathy in the handwork occupations pursued at home.

THE CHILDREN'S BAND: by Louie E. de Rusette. (Curwen. 2s. 6d.)

A wonderful, thought-stimulating, and helpful book. The authoress is a born teacher, a genius among little children, and especially in her way of introducing the little ones to music. She recognises the innate possibilities and utilises her chances to the full. Music "lives" with children taught on the lines indicated here. The book is a record of experiment in the Kentish Town Children's Play-hour Band, and the reading alone is most invigorating. A.G.

AN ELEMENTARY LATIN LESSON.

The following is an account of a Latin Lesson for a junior class in Massachusetts (U.S.A.). It appeared in the "Christian Science Monitor" of January 7th.

The Latin teacher knew, when she stepped into the recitation room of her favourite freshman class, that for once at least she was *persona non grata* with them. Spring was in the air; a sweet lazy breeze came playing through the open windows with the sunshine. Latin was not the subject nearest their hearts at the moment. Some pretended not to know that their teacher had entered and kept on talking to their neighbours; others moved half round, shuffling impatient feet.

The teacher waited, with a lurking sympathy. The vision of the coming examinations urged her to force upon this unwilling class the forms of the lesson, at least.

It was her custom to spend the first ten minutes on the vocabulary to be used in the day's lesson and supposedly studied the night before. The class knew by heart all the usual forms of drill and this morning all seemed equally distasteful.

Then the teacher, studying the situation, had an idea. "John, Mary, Jim," she chose, "take places in a row at the front of the room."

The wondering children obeyed the new command, while the rest came to attention.

"John," continued the teacher, when the trio had come to rest in the required position, "you are the Subject of a Latin sentence, Jim is the Verb, and Mary the Object. Can you arrange yourselves in proper Latin order?"

There was a moment of hesitation, then Jim slipped out from the middle and took his place at the end of the sentence, looking with smiling eyes at the teacher for support of his act.

She turned to the class. "Do you all agree?" Nodding heads bobbed assent and smiling interest began to appear.

The teacher then gave an English sentence of three words, using the day's vocabulary and after a moment given for thought, asked the Latin sentence to speak. The Subject and Object conducted themselves correctly, but the Verb remained mute with a look that seemed to say, "Well, I'm fairly caught this time." It was unlike Jim not to have his lesson. Usually his grimy little hand was waving excitedly and the harder the question the better he seemed to enjoy it. Decidedly surprised, the teacher turned to the class for help, "Who will take Jim's place?" Up came the hands and Jim, downcast, found his seat.

"This next sentence," continued the teacher, "has an adverb in it. Who thinks he knows the place for an adverb?"

A chosen Adverb pushed smilingly in between the Object and the Verb. The small boy in front settled back with a sigh of satisfaction.

All went well with this sentence. "Good," commented the teacher. "Now I want to know if anyone is smart enough to be a Phrase of Manner, which answers what question?"

"How," chorused the class, in the excitement of the game. The small boy in front gave the teacher such a pleading look that she decided to try him, although his intentions were always much better than his performances in the matter of Latin.

When the little Phrase on Manner had proudly

squeezed into line, the sentence was given out. "The soldiers completed the tower, however, very quickly."

"Milites turrim—"

The diminutive snub nose crinkled up in a vain attempt to help its owner to recollect.

"What are the English words?" ventured the teacher.

"Very quickly, but I do not see how that's an ablative of manner."

The teacher, who had purposely used the English phrasing in an attempt to lead her class away from the stiff literal translation, relented somewhat, the boyish blue eyes looked so distressed. "Can anyone turn 'very quickly' into an English phrase that would follow the Latin more closely?"

"With great speed," prompted the quiet boy from the rear of the room. "Magna cum celeritate," fairly shouted the small boy, recognising the word "celeritas" as the translation for speed and overjoyed to be able to show he had studied his home lesson.

"Tamen aedificavit," continued the Sentence.

"Now we will listen to the Sentence once more, and then we will see who can translate it back into English." The class sat up. The Sentence spoke again.

"The soldiers built the tower very quickly, however," carefully translated shy Sue.

"Yes," said the teacher, turning to the Verb, "'aedificavit' does mean 'built,' and I think I said 'completed.'"

"You did," replied the Verb, proudly, "but I do not think we have had the verb for 'complete,' and you said if we could not think of just the word to use always to use the best word we could think of, and I thought 'completed' meant 'built' there."

"You showed good common sense," encouraged the teacher. "I do not think we have had a word yet whose first meaning is 'to complete,' but we shall have soon. I intended you should use 'aedifico,' which means to build to completion and so, in a special sense, to complete."

The delinquent Jim here thought he saw an opportunity to mend his reputation and ventured, "I thought the Object said 'turrim,' and shouldn't it be 'turrem'?"

"If you had studied the vocabulary last night," replied the scornful Object, "you'd have known that 'turris' has 'im' in the accusative."

Decidedly the way of the transgressor is hard, and Jim needed no confirmatory word from the teacher to show him he had failed again.

The Sentence was dismissed with a word of commendation for its good work and five other members of the class were chosen to be the five cases of the noun.

The children, now fully understanding the game, took their places readily and such a drill of the day's new nouns took place as left both quintet and teacher breathless, the class smiling. And the drill was over.

To be sure, the drill had taken twenty, instead of the usual ten minutes, but so wide awake had the class become that the real work of the lesson, the translation of the Latin sentence into English, was satisfactorily accomplished in the remaining twenty minutes and the books closed rather reluctantly as the bell rang for dismissal.

WIRELESS IN SCHOOLS.

The question of the place of wireless telephony in schools was until recently a comparatively simple one ; it offered facilities for instruction in a branch of technical work admittedly of great importance. This question I have no desire to discuss. But now the situation becomes a trifle more complex ; it becomes a question of "listening - in" in the school, and an attempt has been made to utilize broadcasting in giving lessons to school-children. Now, this is by no means a simple question, and it would be as well to think a little before we allow the wide and facile claims of the broadcasters.

I was in one of the schools receiving the first broadcasted lecture. Of the lecture itself I have nothing to say. For one thing I did not hear enough of it. I do not think that the amplifier is in a sufficiently advanced stage of technical efficiency to provide an adequate means of conveying instruction ; particularly in the case of such an unfortunately chosen subject as "Musical Appreciation." The apparatus to which I listened made unauthorised interruptions of its own, and the voices came through with a painful *timbre*. At times they degenerated into a mere travesty of the human voice. But *all* amplifiers amplify not only the sound of the voice and of the instruments, but all that substratum of noise which appears to be inseparable from most mechanical reproductions of sound. The gramophone has gone far in the direction of elimination, so far indeed that it can very well be used for training in musical appreciation, but the amplifier is not yet in the advanced stage which the gramophone has reached.

But it may be said that in time this defect will be removed. True, and the question will then be, is this means of dissemination sufficiently important to warrant the expense and the dislocation of school-work involved ? We have recently seen discussed the educational possibilities of the cinema. Only the imperative call for "economy" saved the school from being the eagerly exploited prey of the film magnate. For that is what these things mean. It is not education that is sought, but something else ; and not to put too fine a point on it, the school is in danger of being regarded not as an educational institution, but as a market. To what extent this already obtains is easily to be seen. A new teaching method inevitably leads to the production and sale of didactic material of some sort or another ; and we have an educational system (I forbear to name it) becoming the basis of a commercial enterprise for the production and marketing of its material. Of course it is easy to exaggerate the danger. But in this matter of broadcasting it really seems that a limit has been reached. At all events it would be well to survey the subject carefully.

In my opinion it is not, and never could be, a means of giving *lessons*. If it is a method of giving *lectures*, is the effect produced likely to be any greater than the effect, say, of the reading by a teacher of a lecture prepared, if you wish, by some expert in the particular subject. The immediate response to such a proposal would certainly be "Why talk about such a ridiculous thing." But I fail to see that any different principle is involved. Nothing is broadcasted but the mere voice ; and this in such a fashion as to destroy any charm or beauty that it may have. And, so far as music is concerned, is there any need to leave an assured and success-

ful means of acquainting children with good music, such as the gramophone provides, for such a doubtful means as the amplifier ? The most valuable thing—the only thing that could warrant our asking an expert to spend his time, and the headmaster to alter his time-table, is the personality of the lecturer, and this is absent. Two questions were asked at the conclusion of the first lecture : the first "What do you think of the programme ?" the second "What do you think are the educational possibilities of broadcasting ?" To the first my answer is that, excellent as the lecture was, it reached me in such a condition that I must reluctantly admit that I didn't think anything of it. To the second I answer much more concisely and finally ; *nil*.

SCRIPT v. CURSIVE WRITING.

BY EVELYN E. JARDINE.

A very real controversy between parents and teachers has sprung up in certain Midland towns as to the respective merits of script and cursive writing.

The parents feel that children who are trained only to write script are being badly equipped for their after-school careers, since the Civil Service and many business houses will not accept it.

There is much to be said for this point of view.

It seems that the root of the matter exists in the formalism which always overtakes a movement, however good it be, in its initial stages. There was a very sound reason leading to the adoption of script for the use of very young children, namely, that to teach a child to read from print and to write in cursive lettering was like attempting to teach him two languages at once. It was found that more rapid progress was made under the one system in which printed and written characters were the same.

Thus script, so far as the earlier years of school life are concerned, is good. Gradually, however, it has crept in until in some schools the pupil has no opportunity of acquiring the cursive style.

It is held by those who advocate script that the change to cursive writing is easily achieved. That being so, the pupil should certainly have facilities for making the change before leaving school.

The acquisition of an easy, legible cursive handwriting is no mean possession, and the schools would lose nothing and the pupils gain much if those in senior classes were taught to develop script into cursive writing.

It need not mean a return to the old mechanical way of insisting upon each pupil writing an identical hand, but merely definite practice in the acquisition of a handwriting developed from what the pupil can already do and showing his own characteristics.

We would advocate the following arrangement as producing the greatest benefit to the pupil :—

(a) The use of script (i) in infant and junior schools ; (ii) throughout the pupil's school life for the insertion of names on maps, diagrams, etc.

(b) In the senior school, at about Standard IV, the beginning of the gradual change from script to cursive style.

Instruction should be given as to the joining up of the letters, and from that the pupil should develop his own handwriting, insistence only being made as to its legibility.

GLEANINGS.

Joan d'Arc (from the "Book of Days," 30 May).

"The French heroine affords a remarkable instance of historic uncertainty. Historians, one copying the words of another, assert that she was burned at Rouen, in 1431; while documentary evidence of the most authentic character, completely negating the story of her being burned, show she was alive, and happily married, several years after the period alleged to be that of her execution. Many of these documents are in the registry of the city of Mentz, and prove she came hither in 1436. The magistrates, to make sure that she was not an imposter, sent for her brothers, Pierre and Jean, who at once recognised her . . . The marriage contract between Robert d'Armoise, Knight, and Jeanne d'Arc, la Pucelle d'Orleans, has been discovered. The archives of the city of Orleans contain important evidence . . . and corroborates the registry of Mentz . . . also the council, after mature deliberation, had presented to Jeanne d'Armoise the sum of 210 livres, for the services rendered by her during the siege of the said city of Orleans. . . how could the citizens of Orleans, who knew her so well, and fought side by side with her during the memorable siege, allow themselves to be so grossly deceived. The idea that Joan was not burned, but another criminal (*sic*) substituted for her, was so prevalent at the period, that there are account of several imposters who assumed to be her, and of their detection and punishment; but we never hear of the Dame d'Armoise having been punished. In fine, there are many more arguments in favour of the opinion that Joan was not burned, which need not be entered into here. The French antiquaries, best qualified to form a correct opinion on the subject, believe that she was not burned, but kept in prison until after the Duke of Bedford's death in 1435, and then liberated; and so we may leave the question—a very pretty puzzle as it stands."

A Welsh Village School in 1860 (from "Old Memories." Sir Henry Jones.)

"I am sorry to say I cannot speak well of the village school, or at least of the village schoolmaster. He was very cruel and very ignorant. His cane was in his hand from the opening of the school in the morning to its close at four o'clock in the afternoon: faults, errors, slips, a constant succession of petty nothingnesses led to its use, either on the hand or on the back or on both hands and back. Some child whispers; he cannot find out which. He thrashes the class all round. The answer to the sum is wrong, the boot is not exactly at the chalk line, a child has turned his head round, there are more than a certain number of errors, say three in the dictation, a lad has spoken in Welsh—any of these might be a reason for a whacking; and there was lamentation in the school all day long. The master had one merit. He was thoroughly energetic."

Frederic Harrison on Examiners (from "A letter to J. Churton Collins.")

"Do not ask me for an opinion about the acts of any Board of Examiners. All the acts of all Examination Boards are bad. Examiners will all finally descend to *Malebolge*; where they are doomed to be the "horned demons" who lash the backs of the damned." (*Inferno, Canto 18.*)

AN EXCHANGE OF LETTERS.

A SUCCESSFUL EFFORT IN THE MARCH COMPETITION.

BY M. L. ECKHARD.

Feb. 1.

DEAR MR. SMITH,

In gratitude for the most enjoyable evenings arranged by our Club I should like our members to be the first recipients of a very important literary discovery made by myself in the course of my researches. I can assure you that a torch will be lighted with which the World will ring again and the mantle of the glory of its most illustrious member will embrace the whole Club.

Yours most sincerely, JONATHAN GRIBBLE.

Feb. 3.

DEAR MR. GRIBBLE,

If you will kindly impart to me the nature of your discourse I will lay your kind offer before my Committee.

Yours truly, A. D. SMITH.

Feb. 4.

DEAR MR. SMITH,

I would have liked to have exploded a rocket, but in deep confidence I may tell you that I know beyond question who wrote Shakespeare's Plays. This is for yourself alone.

Yours sincerely, J. G.

Feb. 10.

DEAR MR. GRIBBLE,

My Committee thank you for your kind proposal; they ask me to remind you that the subjects for our evenings are chosen by open vote, and that we cannot well vote on something not disclosed.

Yours truly, A. D. SMITH.

DEAR MR. SMITH.

I will go so far as to say that I will make a revelation of the greatest importance. I KNOW who wrote Shakespeare's Plays. No doubt the Club will desire to publish in full what I shall impart, and I should wish proper arrangements to be made for a worthy form. Perhaps we might also invite some great literary lights to be present. I will ask the Committee to guard my secret.?

Yours in Trust, J. G.

Feb. 20.

DEAR MR. GRIBBLE,

My Committee instruct me to say that they thank you for the confidence reposed in them and that they think our small gathering hardly the most suitable occasion to launch a great discovery, and they suggest that you approach the British Association.

Yours faithfully, A. D. SMITH.

Feb. 21.

DEAR SIR,

I grieve that your Committee is not sensitive to the honour one of its members proposes to confer on it. I have approached the B. Assn. but was informed that it would be better for my purpose to deal with an audience smaller and more select. I will give you one more opportunity of choosing a date.

Yours, etc., JONATHAN GRIBBLE.

Feb. 22.

DEAR SIR,

My Committee regret that we have no vacant dates this session.

Yours faithfully, A. D. SMITH.

Feb. 23.

SIR,

I should be willing to suit the convenience of the Committee for a special sitting if my other conditions are fulfilled. I demand a vote in a full meeting.

JONATHAN GRIBBLE.

Feb. 24.

SIR,

My Committee believe that it is generally known who wrote Shakespeare's Plays. They have voted against a special sitting.

Yours faithfully, A. D. SMITH.

MR. SMITH.

I am sorry to have wasted so much of my valuable time on a Club so blind to the talents of its members. I beg to resign and ask to have this year's subscription returned to me. I consider that I have been insulted.

Yours with disgust, JONATHAN GRIBBLE.

The Secretary of the Onward Club presents his compliments to Mr. Gribble and begs to say that the return of subscriptions is against the rules, but the members have collected among themselves the proportion unused by him and he begs to enclose 3/4.

BLUE BOOK SUMMARY.

Scholarships for Sons and Daughters of Agricultural Workers and others.

The Ministry of Agriculture and Fisheries announces that under the scheme for awarding scholarships and maintenance grants for the sons and daughters of agricultural workmen and others, a number of scholarships at Universities, Agricultural Colleges and Farm Institutes, are offered for award this year. The scholarships are provided out of the special fund for agricultural development voted by Parliament under Section 3 of the Corn Production Acts (Repeal) Act, 1921, and are confined to (a) sons and daughters of agricultural workmen, (b) sons and daughters of other rural workers, including bailiffs and small holders whose financial circumstances are comparable with those of agricultural workmen, and (c) bona fide workers in agriculture, the financial circumstances of whose parents are comparable with those of agricultural workmen.

The scholarships are of three kinds: Class I, for three or four years, tenable at Oxford, Cambridge, or other Universities which have Departments of Agriculture, enabling the holders to attend degree courses in agriculture or horticulture; Class II, for two years, tenable at University Departments of Agriculture or Agricultural Colleges, for one or other of the diplomas in agriculture, horticulture, dairying, or poultry-keeping; and Class III, for short courses (not exceeding one year's duration) in the same subjects, at County Farm Institutes. Provided a sufficient number of suitable applicants is forthcoming, ten scholarships in Class I, ten in Class II, and about one hundred and fifty in Class III will be awarded for courses commencing in the Session starting at Michaelmas next. In each class the value of the scholarship is such as will enable students to attend the courses in question without any financial outlay on the part of their parents.

Candidates for Class I and Class II scholarships must be at least seventeen years of age, and must satisfy the Selection Committee that they have reached a sufficiently high standard of general education to derive full benefit from the course of instruction. In the case of Class I preference will be given to candidates who have passed an examination which entitles them to enter a University. Candidates for Class III scholarships must be at least sixteen years of age, and should possess a useful knowledge of ordinary school subjects. They will be required to produce evidence of their acquaintance with the practical operations of farming (or horticulture, dairying, or poultry-keeping, as the case may be), and, normally, they should have spent at least a year in such practical work.

Forms of application and all other information regarding the scholarship scheme may be obtained from the Ministry of Agriculture and Fisheries, 10, Whitehall Place, London, S.W.1, or from the County Authorities for Agricultural Education at the offices of County Councils. Applications should be forwarded to the County Authority for Agricultural Education not later than the 30th April, 1924.

State Scholarships Tenable at Universities.

The Board of Education are proposing to revive this year the scheme for the award of State Scholarships to assist scholars from grant-aided secondary schools in England and Wales to attend University institutions.

The number of Scholarships available for award to pupils attending secondary schools in England in 1924 will be 178. These Scholarships will be awarded under the terms of the Board of Education (University Scholarships, England) Regulations, 1921, and the arrangements to be adopted will generally be the same as those which were adopted for the award of State Scholarships in 1920 and 1921.

Candidates for Scholarships from grant-aided secondary schools in England will be required to qualify by passing in one of the examinations approved as Second Examinations for secondary schools under the Board's Regulations for Secondary Schools, and they must be nominated for a Scholarship by the Examining Body which conducts the examination. Pupils in grant-aided secondary schools who desire to be regarded as candidates for Scholarships under the scheme should accordingly make application in pursuance of the regulations of the appropriate Examining Body to be admitted to the Second Examination which will be held this summer at their school.

Further information as to the procedure to be adopted will be circulated by the Board in due course.

Juvenile Employment Bureaux.

How many authorities have adopted schemes for the exercise of powers under Section 107 of the Education Act, 1921, and Section 6 (1) of the Unemployment Insurance Act, 1923, perhaps it is too early to enquire. But it is opportune to look a little more closely at Circular 1322 which was noticed in the March number of the *OUTLOOK*. The Juvenile Employment Committees now being set up will probably be smaller than the pre-1924 bodies though they still have power to co-opt, and their functions and duties are set out with such fulness in the enclosure to the circular, that very little remains for them to do in the matter of constitution building. Their duties are two-fold: (a) to give boys and girls under 18 information and advice on the choice of suitable employment, and (b) to study the state and conditions of employment both local and national, so far as these affect the prospects of boys and girls in their area. In order to carry out these duties, the committee must do many things: (1), in co-operation with teachers, arrange for conferences with parents and children leaving school; (2) keep a register of applications for employment and notification of vacancies of employers, and select applicants for submission to employers; (3) keep in close touch with employers and bring the facilities offered by their Bureau to their notice; (4) prepare surveys of the principal local occupations in which boys and girls are employed; and (5) encourage continued education.

Arrangements must be made for co-operation with other bodies and persons interested—Apprenticeship Committees, Care Committees, and Teachers—and reports based on monthly returns, must be submitted annually to the Board of Education, and for this purpose some rather elaborate statistical forms are prescribed by the circular. Head Teachers are required—or may be if the scheme embodies the requirement—to furnish the names of all scholars, together with a report on conduct and capabilities of such as apply for employment to the committee, who have not within one month before leaving school, obtained suitable employment, and then arrange for interviews both with the pupil and the parents. Boys and girls who have left school and are under 18 have to apply in person at the Bureau. After 18 their names will automatically be transferred to the adult register of the Employment Exchange.

All this is laid down in Part I of the draft scheme, and Part II sets out equally full directions concerning unemployment insurance—the additional task thrown now, upon such Authorities who exercise their juvenile employment powers. But these 21 clauses are not easily summarised, and no purpose would be served in attempting to do so. They concern the proper administration of the Unemployment Insurance Acts, 1920-23. And in connection with expenditure incurred on Unemployment Insurance administration, as distinct from Choice of Employment, the Board of Education has made the following arrangement. Where the expenditure does not exceed the grant from the Ministry of Labour (under Section 6), the Board agrees

- " (a) In areas in which a single grant is payable in respect of higher education to recognise the expenditure on the Ministry's service as being equivalent to the payment made by the Ministry.
- (b) In areas where such grant is not payable to allow Authorities to include in their claims for special grant under Section 107 (2) of the Education Act, 1921, the amount of any reasonable expenditure on Unemployment Insurance administration which is not covered by the payment made by the Ministry."

These arrangements will not entail any alteration in Grant Regulation, No. 4 (Higher Education Deficiency) but the Board propose to revise the Choice of Employment Grant Regulations, the operation of which will be confined to Authorities for elementary education only.

FRENCH ANECDOTES AND SHORT STORIES: A Watson Bain. (Methuen. 1s.)

This small volume, which is clearly printed, contains a number of old friends. Its contents "primarily intended for reproduction, are suitable also for translation, repetition, or dictation." For the purposes of written reproduction in the higher forms we would have liked a greater number of the longer tales. Suitable passages are not always easy to find. It should serve a useful purpose in the middle forms of a school.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Writing at Scarborough on the eve of the Annual Conference, it is only possible to forecast to a small extent the proceedings of the coming week.

It promises to be a full one: Favoured, at the moment, with indications of finer weather than has been usual the delegates are assembling early, and availing themselves of the many opportunities for seeing the beauty spots of the neighbourhood. The reception of the delegates who travelled from London by the special train—the Mayor and Mayoress were on the arrival platform—was an indication of the town's appreciation of the Union's Easter visit.

The new vice-president is Mr. C. Wing, of Portsmouth, a man whose experience of Union affairs has extended over many years. The new president, Mr. Alderman Conway, is not actually engaged in teaching. He is the secretary of the Bradford Teachers' Association, and has been a member of the Bradford City Council for many years. He brings to this office of president a knowledge of administration which will help him to take a broad view of the field of education. The Lord Mayor of Bradford was at the Conference to give him a good send off.

The newly-elected Executive is singularly poor in women members. Not many years ago nine of the thirty-six members were women. This year there are only three—Miss Dunn (North England), Miss E. R. Conway (Lancashire), and Miss Gardiner (Midland). This is unfortunate, having regard to the membership of the Union as a whole. Apparently the women have more confidence in the men as directors of their professional destinies than they have in themselves. For some reason or another there is always great difficulty in persuading a woman teacher to stand for election to this Executive.

The Minister of Education will address the Conference on Tuesday, 22nd April. Conference much appreciates his promise to attend. He is sure of an enthusiastic welcome. What he said to the teachers on the day will be known before these notes appear. Sir James Yoxall's testimonial from the teachers is to be presented on the morning of the same day—the amount of the cheque is very little short of £3,000. In addition, members of the Executive—past and present—are giving him and Lady Yoxall a personal gift expressive of their admiration and affection. April 22nd will remain a red-letter day in the Union's history.

The Union and Wembley.

The British Empire Exhibition has very naturally its own special appeal to teachers. For weeks past there have been committees and sub-committees considering as to the ways and means of bringing children from all parts of the country to see the exhibited glories of the British Empire. Cost of travel and the price of admission have to be reduced to the minimum if the children are to visit the exhibition. None knows this better than the teacher, and so, as a first step to bringing the exhibition within reach of the pupils in the ordinary schools, the N.U.T. has bought and paid for a block of 100,000 tickets of admission. The purchase has been made known to every local association of teachers throughout England and Wales, and as the tickets can be offered on terms advantageous to the children they will be eagerly snapped up. The Union will bear the whole cost of advertising and despatching the tickets, and so will be slightly out of pocket over the business of course, but the children will benefit and therefore the teachers will be satisfied.

Salaries and Pensions.

The Burnham Committees meet either on the 15th and 16th of May, or, possibly on the 16th only. The first meeting will probably be informative only, the teachers' panels receiving from the Authorities' panels their proposals regarding the new scales. It is thought these proposals will be of a nature to occupy the teachers' attention for a considerable time. Teachers, however, are not exactly in mind to tolerate any attempt at drastic reduction although they have learned there are those on the Authorities' panels who wish to drive a very hard bargain with them. The attempt will be resisted, and the more readily because of the less frigid attitudes of the Central Authority. Already steps have been taken by the Executive of the Union to meet what is known as the "Rural Combine"—a combine to cut the salaries of teachers in rural schools to a point much below even the existing "Provisional Minimum" scale. It is unfortunate the primary school teachers will no longer have the wise leadership of Sir James Yoxall.

The Pensions Bill to continue the existing five per cent. contribution of teachers to the cost of the 1918 Act may not be actively opposed by the N.U.T. It is recognised that contribution is inevitable, and that there is insufficient time to bring in a principal amending Bill. For these reasons it is unlikely English teachers will oppose the continuing measure. The Union is far more likely to secure the removal of defects from the 1918 Act if there is ample time afforded for the discussion of amendments, which will undoubtedly have to be moved to any new principal Bill.

Leaving School before the end of Term.

There is an every-growing tendency on the part of school authorities to allow parents to remove their children from school before the end of the term in which they reach the age of 14. Quite recently a bench of Justices dismissed a summons taken out by the L.C.C. against a parent who had deliberately flouted the Act of Parliament in order to place his son in a "good job" before the boy was legally exempt. Fortunately the L.C.C. is appealing in order to make this a test case. If the appeal is successful—and we can see no reason for it failing—the point will be settled as far as London is concerned. Failure will mean a general return to the old bad conditions in the upper classes of the schools—overcrowding at the beginning of term, rapid attenuation throughout the period, and teachers devoid of hope to finish their planned syllabuses.

A New Spirit at the County Hall.

There is hope of an education revival in London. Sir George Hume, the leader of the majority party of the London County Council, has secured a reference to the Education Committee to consider and report as to plans for the development of education in the metropolis. Following so soon on the reference obtained by the Rev. Dr. Scott Lidgett, the progressive leader, it would appear the moderate party do not intend the credit of an advanced policy to rest entirely with their rivals in the Council chamber.

A Promising N.U.T. Appointment.

The Executive of the Union has appointed Mr. J. H. Lumby, B.A., as assistant to Major Gray, the secretary to its Education Committee. Major Gray will retire at Easter, 1925, and it is intended Mr. Lumby shall succeed him. Mr. Lumby resigned his seat on the Executive in order to apply for the post. He is well equipped for his new duties. He has an intimate knowledge of the Union's education policy and has a gift of logical expression which will make him invaluable to the Union as its exponent. Mr. Lumby has never sought popularity. He has thought out propositions in the light of his own reason and has stated his conclusions regardless of election consequences. His appointment will please both those who have agreed with him and those with whom he has differed.

Two Welcome Circulars.

Circular 1326 revives State scholarships. In 1924 the number of scholarships tenable at Universities, to be awarded to grant-aided Secondary Schools, will be 178. They will be awarded under the Regulations (University Scholarships) of 1921. Further information is promised by the Board. Circular 1328, in three paragraphs destroys 16 of Circular 1190 of Jan. 11, 1921. Circular 1119 of July 3, called for schemes of progress. Circular 1190 cut progress suddenly short and achieved more notoriety than any other of its time. With the withdrawal of the later one, the earlier one is revived, and starts on a new lease of life. The Board, however, are careful to point out that paragraph 9, of Circular 1190, virtually stands. It refers to teachers' salaries.

LATE ADVERTISEMENT.

UNIVERSITY OF MADRAS

APPOINTMENT OF REGISTRAR.

The time for receipt of applications for the post of Registrar of the University advertised in this paper on 1st December, 1923, has been extended up to June 1st, 1924.

E. MONTEITH MACPHAIL,
Vice-Chancellor

7th April, 1924.

ASSOCIATION NEWS.

The Teachers Council.

The total of applicants for admission to the Register of Teachers is now nearly 75,000. With the object of facilitating procedure and of bringing all teachers under the purview of the Council it has been decided to institute another stage prior to full registration. Already any young teacher or student who is definitely preparing for the work may be admitted to the List of Associate Teachers on proof of having passed an approved examination, together with evidence of good character. It is now provided that teachers who have acquired the prescribed attainments and training in teaching may be admitted to a List of Provisionally Registered Teachers. When the prescribed experience has been obtained they may apply for full registration. The fee for full registration remains at two pounds; that for the Associate List is five shillings and for Provisional Registration fifteen shillings, but it should be noted that payment made for any preliminary stage is deducted from the registration fee. The new procedure thus enables a teacher to pay the fee for full registration by instalments, and it also applies the principle that all teachers should advance through the grades to full qualification.

The College of Preceptors.

At the half-yearly general meeting of the College on March 28th it was announced that the Council had decided to inaugurate a scheme of training in teaching, based on evening lectures and discussions. It is expected that this scheme will attract teachers who are already engaged in school work and therefore prevented from taking a course of whole-time training.

The Association of Head Mistresses.

The fiftieth annual conference of the Association of Head Mistresses will be held on June 13th and 14th, at the County Secondary School, Putney, by kind invitation of the Head Mistress, Miss Fanner, M.A., and permission of the governors of the school, the president, Miss F. R. Gray, M.A., J.P., High Mistress of St. Paul's Girls' School, presiding.

National Union of Students.

The National Union of Students, which is an organisation of the unions and student guilds of the universities, is organising an Imperial conference of students from the universities of the Empire. The object of this is to effect a contact and promote a mutual interest between the younger generation in all parts of the Empire. One student is being invited from every university and these representatives will meet in London on July 18th. After a week spent in visiting the exhibition at Wembley, and in "seeing" London the conference will move to Cambridge at the invitation of the Union Society, where the men from overseas will probably be given accommodation in the colleges themselves. They will thus have a unique opportunity of mixing with the undergraduates and of studying their outlook and their point of view. It is expected that about 100 men and women from most of the British universities will also be present at Cambridge. Every opportunity will be taken to bring them into close touch with the Imperial visitors. Meetings and discussion on Imperial problems will be arranged, and it is hoped that some of the leading members of the Imperial Parliament will visit the conference to speak.

The Froebel Society.

The Twelfth Summer School of the Froebel Society will be held at Westfield College, Hampstead, under the direction of Miss L. James, B.A., from Thursday, 31st July, to Thursday, 21st August. The programme is extremely attractive, and includes lectures by Miss Margaret McMillan and Mr. Maxwell Garnett, with courses on varied forms of handwork.

A CONCISE HISTORY OF EUROPE: by Avary H. Forbes, M.A. (Herbert Russell. 3s. 6d.)

This is an enlarged edition of a work first published in 1906. The story is brought down to 1923, the original plan of the work being preserved. It is a compact little book. Within two hundred and fifty pages we get a history of Europe from about 400 A.D. to 1923. We get maps, genealogical tables, a bibliography, a chronological index (from "27 B.C. Augustus, Emperor," to "1923. General Election in Britain"), and a general index: altogether, a student's compendium. R. J.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

The University of Leeds and Agriculture

On Friday, April 4th, the Minister of Agriculture and Fisheries laid the Foundation-stone of a new building to be erected and used for the development of agricultural science. The enterprise was made possible by a gift of £10,000 from the late Mr. Walter Morrison, supplemented by other gifts and by grants of £15,000 from the Treasury and £10,000 from the Yorkshire Council for Agricultural Education.

University College, London.

The annual report for the session 1922-23, states that during the session the total number of students enrolled was 3,005. Of these 2,295 were taking day courses, 482 evening courses, and 228 vacation courses. The day course students included 431 postgraduate and research students.

The College has for many years taken an active part in promoting adult education by providing public lectures that are open without fee. Over 9,000 persons attended these lectures during the session 1922-23, the approximate aggregate number of attendances being 20,970.

The financial statement shows on the maintenance account a total expenditure of £167,415 and extraordinary expenditure of £4,339, making a grand total of £171,754. The fee revenue provided £63,826 11s. 6d., the balance being provided partly from income and endowment and partly by donations, and by grants from the Treasury and other public bodies.

The Empire and the Schools.

The Council of the Royal Colonial Institute has decided to offer two prizes (1st, Twenty Guineas; 2nd, Ten Guineas) for written contributions from teachers engaged in any school within the British Empire, on the subject:—

How best can Empire Teaching be promoted in the Schools without the inclusion of additional subjects in the curriculum?

The length of the contributions must not exceed 2,000 words. The treatment of the subject need in no way be confined to any particular class of school, and all contributions will be judged entirely on their merits.

All contributions to be sent in to the Secretary, Royal Colonial Institute, Northumberland Avenue, London, W.C.2, from whom full particulars may be obtained.

L.C.C. List of First Appointments.

It is understood that the London County Council Education Committee, after an examination of figures and the new staffing position arising out of recent decisions of the Board of Education, have come to the conclusion that the full number of 500 names should be added to the next List of First Appointments. It is expected that the employment of 400 of these can be arranged for immediately after the summer holidays without causing the authorised permanent staffing to be exceeded; the balance will be absorbed later. Two hundred of the training college students to be appointed to the List of First Appointments will be men; in addition there will be a demand for about twenty handicraft instructors. The London County Council inspectors will visit the training colleges in the spring and summer terms for the purpose of interviewing candidates.

£3,000 for Girton.

Miss Margaret Theodora Meyer, of Rosslyn Hill, Hampstead, N.W., formerly Mathematical Lecturer at Girton College, Cambridge, who left £13,450, bequeathed £1,000 to Girton College, to be used as the Council may think fit, and £2,000 for the encouragement of the study of mathematics.

Students' Collection.

Manchester University students, collecting for Manchester hospitals on Shrove Tuesday, raised £2,397.

A Custom.

The appointment of the Rev. Alwyn Williams as the new Head Master of Winchester carries on an old tradition of promotion within the school's staff. Dr. Moberley was followed by his second master, George Ridding, and Dr. Montague Rendall, who is now retiring, was himself second master under Dr. Burge.

PERSONAL NOTES.

Miss M. L. Marsden, B.A.

The governors of the Thomlinson Girls' Grammar School, Wigton, Cumberland, have appointed Miss M. L. Marsden, B.A. (Lond.), as Headmistress in succession to Miss Wildman, M.A., who is retiring after twenty-five years' service. Miss Marsden is second mistress at the Hull Girls' High School.

Mr. J. H. Lumby, B.A.

The Executive of the National Union of Teachers have appointed Mr. J. H. Lumby, B.A., to succeed Mr. Ernest Gray as secretary to the Education Committee of the Union. Mr. Lumby is a graduate of Liverpool University and an assistant master in that city. He has been conspicuous in the work of the Class Teachers' Federation, for which body he serves as a representative on the Teachers Council.

Mr. A. H. Whipple, M.A., B.Sc.

The Nottingham City Education Committee have appointed as their Director of Education, Mr. A. H. Whipple, M.A. (Cantab.) B.Sc. (Lond.), who has held a similar post in Blackburn. Mr. Whipple was a Foundation Scholar of St. John's, Cambridge.

Professor O. W. Richardson, F.R.S.

The President and Council of the Royal Society have appointed Professor O. W. Richardson, of King's College, London, to be the third Yarrow Professor of the Royal Society. The Yarrow Professorships were established last year by Sir Alfred Yarrow, Bart., who gave £100,000 to the Royal Society for the purpose. Professor Richardson is 45 years of age and has been Wheatstone Professor of Physics at King's College, London, since 1913. He was educated at Batley Grammar School and Trinity College, Cambridge, where he gained a Fellowship. In 1920 he was awarded the Hughes Medal of the Royal Society. He will remain at King's College and continue his research work there.

The New Head of Stonyhurst.

Father Weld, the new Rector of Stonyhurst College, is the great-grandson of the man who gave Stonyhurst to the Jesuits. His grandfather succeeded to the Stonyhurst estates.

Born at Birkdale in 1881, Father Weld was educated at Stonyhurst. Some years ago he became headmaster of Hodder House Preparatory School. A portion of the Stonyhurst estate still remains in the Weld family.

Miss Burgess.

The Governors of the Burlington Church of England Secondary School for Girls, Old Burlington Street, W., have appointed as Headmistress Miss Burgess, Headmistress of the High School for Girls, Chichester.

The Rev. F. Hardy.

The Rev. F. Hardy, house master at King Edward's School, Bath, has been appointed Principal of Elizabeth College, Guernsey, in succession to the Rev. W. Campbell Penny, who is retiring. Mr. Hardy joined the staff of King Edward's School in 1907.

Miss K. Littlewood.

The Council of the Girls' Public Day School Trust have appointed Miss Kathleen Littlewood, assistant mistress at Croydon High School, to be head mistress of Bromley High School from the beginning of next autumn term.

Miss E. F. Jourdain.

On Sunday, April 6th, Miss Eleanor Frances Jourdain, Principal of St. Hugh's College, Oxford, since 1915, died suddenly from heart failure. Miss Jourdain had a distinguished career as a student and teacher and succeeded her friend Miss Moberley at St. Hugh's after experience as a teacher at Tottenham, Clifton and Watford.

Professor Charles Godfrey.

We regret to record the death of Professor Charles Godfrey, of Greenwich, which occurred early in April, following an attack of bronchial pneumonia. His untimely death at the age of 50 closes a career of great distinction and unflinching devotion to the improvement of mathematical teaching.

NEWS ITEMS.

The Trouble at St. Hugh's College.

Lord Curzon, Chancellor of Oxford University, after enquiry has ruled that the dispute at St. Hugh's College following on the Council not re-appointing Miss Ady as history tutor was due to "want of understanding between the administrative and tutorial staff." At the inquiry all imputations against Miss Ady were withdrawn, and accordingly he finds no imputation rests on her. Miss Ady, whose character has been vindicated, does not now ask for reinstatement. Regarding the so-called boycott against the college by tutors, he finds that those women intimating their intention of withholding their co-operation, should it be invited with the new tutors, did not exceed their rights. Lord Curzon says that to prevent recurrence of similar trouble the Council should take steps to secure more defined and harmonious co-operation among college authorities.

Presentation to Mr. F. J. Leslie.

Lord Burnham will present to Mr. F. J. Leslie, on the evening of Thursday, May 15th, a testimonial which is being liberally subscribed to. Those interested in the work of education are anxious to recognise in a tangible form Mr. Leslie's labours as hon. secretary of the Association of Education Committees and of the three Burnham Committees. Anyone desiring to subscribe who has not already done so is asked to send, on or before May 5th, a donation to the Rev. Principal D. J. Thomas, Home and Colonial Training College, Wood Green, N.22.

For Girls visiting Wembley.

Through the National Council of Women a group of guides is being formed for the British Empire Exhibition who will help parties of girls, especially from secondary schools, to spend their time to the best advantage. Ladies willing to give one day a week for a given time to this service are asked to communicate with Mrs. E. M. Field, 274, Elgin Avenue, W.9.

New "Howlers."

A boy, after a lesson on the use of the words "former" and "latter," wrote: "At this time of the year the buds and birds are bursting, the former into leaf and the latter into song." Another boy wrote: "The Duke of Wellington had a lovely funeral; it took eight men to carry the beer."

Mr. J. L. Paton at an Independent School.

Mr. Paton, the High Master of the Manchester Grammar School, distributed the prizes gained by the scholars of Arnold House School, Blackpool. He said that coming as he did from a school that was largely supported by an old foundation, and by money from taxes and rates, he could scarcely understand how the Arnold House School was carried on so splendidly and successfully. We in England hardly recognised the debt we owed to private enterprise, which was still so active in the way of education, and nowhere was it more conspicuously successful as at that school.

Books for Japan.

To co-ordinate the various efforts throughout the Empire, a representative British committee has been formed to present an adequate gift of books to the Japanese Imperial University Library to replace the English section of 200,000 destroyed by the earthquake.

The committee, of which the Earl of Balfour is chairman, aims to present a carefully planned collection of British books in the various categories of literature and knowledge. For this purpose a few thousand pounds are needed, and sympathisers can send their donations to the Westminster Bank, Law Courts Branch, 263, Strand, W.C.2, where an account has been opened. In respect of offers of books, a list, not the books, should be sent in the first instance.

Guide-Lecturer at the Science Museum.

Engineer-Captain E. C. Smith, R.N. (ret.), who is well known as a lecturer and writer on the history of engineering, has been appointed guide-lecturer at the Science Museum, South Kensington. Visitors will be conducted round the various collections at 12 noon and 3 p.m. on each week day, according to a programme which will be varied from time to time. At present only the collections which are exhibited in the old buildings, the aeronautical collection, and selected groups of the science collections are available, but as galleries of the new museum building are completed and occupied the conducted "tours" will be extended to these also.

LETTER TO THE EDITOR.

The German Student in 1924.

SIR,—The struggle of the German youth, in their impoverished Universities, to maintain the high tradition of German culture and its contribution to the intellectual wealth of the civilised world, has attracted a great deal of sympathetic interest throughout the more prosperous countries of Europe and America. The difficulties of the students here have been frequently noticed in the British Press. But as the conditions under which they work have changed hitherto from month to month, it must always have been difficult for the man or woman of goodwill to understand in what directions, at any particular time, help was most urgently needed.

The directions in which the German University and its students can be most effectively helped to-day seem to me to be :

1. Subsidising the meals at the student-house, on which the majority of students are dependent.
2. Entrusting sums of money to the Dresden Students' Help Committee, or to the Kuratorium of a particular University in which the donor is interested, to be lent to students who have nearly completed their course of study but who must leave the University failing such assistance.

(Under these heads, the funds now being raised in England and America have a serious claim to first consideration.)

3. Collecting spare copies of English and other classics, and of modern works on academic subjects published since 1913, and sending them to the appropriate departments of Universities for the students to use them in common.
4. Subscribing sums of money to be spent on English modern works ; in this case it would be a good method to enquire from the professor of any given subject as to the works most needed.

Last autumn the condition of the student was especially bad. If not one of the very small minority of the comparatively wealthy, he had, during the summer vacation, earned money by working in the mines, in offices, at the docks, etc. From this he had saved as much as he could to meet his expenses during the Winter Semester. Owing to the rapidity of the depreciation of the paper mark, these savings became worthless pieces of paper, in too many cases, within a couple of weeks of his return to the University. Further, his family, even if they had the money to spare, could not send it to him through the post owing to the same cause.

This year the conditions have changed and are at present more calculable, but are apt to be misunderstood, because the gradual improvement, apparent in several directions during the last two months, leads to an optimism, justified possibly as referring to the future and to Germany considered as a whole, but of doubtful validity when referred to the immediate position of the bulk of the students.

The currency is at present stabilised. Prices have fallen to half what they were in December, though they are still only lower than in England when the article is of inferior quality to that which goes by the same name with us.

Two changes are of especial importance to the student: First the new rent decree. From February 1st a gold rent equal to 30 per cent. of the pre-war rent is due from every tenant of a dwelling house. This percentage is subject to revision every six months and is likely to be increased in August. The student's landlady, who last year paid about 5s. per month for her flat, must now pay about 30s. as well as local taxes and other charges which are now no longer nominal. In many cases she hardly knew how to live before. To-day she naturally expects a higher rent for her furnished rooms. Thus a room which last year cost the student 5s., costs him to-day 10s. per month, and next semester will cost 15s. per month.

If his parents are owners of houses, mortgages, etc., from which some part of the same percentage of pre-war income can now be derived, their position in this respect will be improved. Further, owing to the stabilisation, they will be able to send him any money they can spare through the post.

But most students to-day belong to the class whose inheritance and savings were lost through the war or, later, during the period of inflation. If the student should be the son of a widow in receipt of a State pension, as many are, this pension will be worth considerably less in gold value than it was some six months ago. If his family depends on salaries, these are also very

much reduced, whilst the receivers are in danger of being among the thousands who are being dismissed every week, and who at present can have very little hope of finding any other employment. For such students the only improvement is likely to be that which the mere fact of a stable currency gives to all except speculators. This improvement is so great for the foreign visitor that he is always apt to transfer his own greater sense of comfort vicariously to others, just as he is apt to assume, when luxuries appear in the shop windows, that for the German population as a whole the standard of living is rising.

Second, the determination of the Government to balance the Budget necessitates the ruthless cutting down of all State expenditure. Not only are thousands of State employees being dismissed, and among them members of the student's family, but also the Universities, which recently were practically entirely State supported, are forbidden to spend a penny on anything not absolutely essential (the repairing of a broken chair is not essential to-day) and are being forced to become as far as possible self-supporting. Hence the fees at the University for lectures, examinations, etc., are no longer merely nominal. Judged by English standards, they are still absurdly low, but for the German student of to-day extortionately high. His ordinary fees will be from 20s. upwards next semester. If he would present himself for the States examination (necessary if he would become a teacher) he must find 50s. For the doctorate (necessary for higher educational posts, and desirable to the point of necessity for the better type of commercial appointments) the fee is now 100s. On the latter sum many students have been accustomed to live for a whole semester.

At the moment it is probably the examination fees that operate with the greatest cruelty. Many who have spent from three to five years at the University, studying under conditions of extreme privation, will be unable to find such sums and must either abandon their University career, or stay on, living as they may, for an indefinite period, hoping to find the money at some vaguely conceived future date.

There has been it is true, a fund managed by the Students Help Committee, whose headquarters are at Dresden, from which loans could be made to students at a nominal rate of interest (2 per cent.) after a severe enquiry to select the most necessitous cases. But the latest application from here was returned without any such enquiry, there being no money left in the fund to distribute.

Beyond the immediate difficulties created by the new situation for the present students, there is, implicit in it, a further tragedy. The students at present studying are likely to be the last drawn from that highly educated, salaried middle-class, from which so many great scholars have come in the past. This class, well educated, reverencing intellectual culture, possibly too highly, but disinterestedly ; living on small incomes derived from State and similar employments, from pensions and small investments ; always comparatively poor, judged by English middle-class standards, but highly respected in society, has suffered more than any other from the inflation—it has been the real scape-goat of Germany in the past, as the working class is likely to be along with it, the scape-goat in the future. Since the stabilisation it has suffered equally with the working class, than which it has suffered more hitherto. It seems unlikely that in the future families of this class will be able to send their sons and daughters to the Universities, which will probably be monopolised by the new class of those who have enriched themselves during the war, and by the legalised robbery of all Germany during the period of inflation. Were the change in University personnel one from middle to working class, we might regard it as a social experiment of much interest and of some hopefulness, but this change, from the old cultured to the new barbarian, seems likely to be one on which neither Germany nor Europe as a whole will be able to congratulate itself.

PALLISTER BARKAS.

English Seminar, Gottingen,
14th March, 1924.

[Any such assistance as is indicated by Mr. Barkas may be sent through the British Appeal for Relief in Germany (Devonshire House, 136, Bishopsgate, London, E.C.2) and may be earmarked, if desired, for the Universities Relief Committee.—EDITOR.]

COMPETITIONS.

MARCH RESULTS.

I. *An Exchange of Letters between the Secretary of the Onward Club of the Garden City of Sandalville and a member who wishes to read a paper on his recent discovery of the True Author of Shakespeare Plays.*

We hoped that this topic would bring some fruitful studies of the reaction between the particular and the universal. Garden city secretaries must be non-specialised in their revolt against convention, but Garden citizens may be highly specialised in nut-food, sun-baths, footgear, or head furniture, internal and external. Our competitors generally make of the secretary a crank-weary soul, shorn of illusion, and no longer willing to suffer his fellow citizens gladly.

The prize of TWO GUINEAS is divided between :
MISS ISOBEL MARY DRUMMOND, WOMEN'S UNION,
VICTORIA UNIVERSITY, MANCHESTER, and
MRS. M. L. ECKHARD, PIPER'S PLOT, LOCKERIDGE,
MARLBOROUGH, whose essay will be found on another page of this number.

II. *An Essay on "The Best Way to Spend a Half-Holiday."*

For the most part our competitors were content to avoid originality of aim or of treatment. We have decided to divide the prize-money and equal prizes of FIVE SHILLINGS are awarded to :

A. R. GREGG (15), LOWER SCHOOL OF JOHN LYON, HARROW; BETTY WATERMAN (12), OLD PALACE SCHOOL, MAIDSTONE; and GRACE BOXLEY (10), LYNMOUTH COLLEGE, LEYTONSTONE.

We print below the essay of the last-named :

"There are many ways of spending a happy half-holiday; for instance, a very interesting way to spend one would be to go to Westminster Abbey and there to see Poets' Corner and the Unknown Warrior's Grave, and if there was a service on the singing would be very beautiful to hear.

"There are some very famous and beautiful pictures in the Royal Exchange, which are very interesting to see.

"Or, if it was a warm and sunny day, a very pleasant time could be spent at the Zoo. In the reptile house there are some very large snakes, and there is also a queer little animal, called a chameleon, which becomes the exact colour of what it is on. The out-door monkey cage is also very amusing. The insect-house is also very curious. Some of the insects are just like sticks, while others resemble flowers."

A SHORT HISTORY OF INDIA FROM THE EARLIEST TIMES TO THE PRESENT DAY: by E. B. Havell. (Macmillan and Co. 3s. 6d.)

The appearance of this book is timely. Indian history, as taught generally, appears to begin only with the East India Company and Clive. The result is that the average Englishman has only a vague idea of the development of this great dependency and usually discovers much later in life, and to his astonishment, that India has a history far surpassing in complexity and variety even the history of England. Mr. Havell's book, particularly in its earlier chapters, is fascinating even to the general reader, and the volume should be in the select library of every history specialist, whether teacher or student. The matter contained in the first two hundred pages can hardly be found elsewhere so well set out at so modest a price.

MAY COMPETITIONS.

I. For competitors of any age.

A Prize of One Guinea is offered for 500 words or less, embodying—

A Testimonial to a Retiring Head Master, to be signed by his Colleagues.

II. For competitors under sixteen years of age.

A First Prize of Five Shillings and a Second Prize of a book are offered for an essay of 250 words or less on

The Moving Pictures that I like best.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only. The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of June, and the results will be published in our July number.

ACROSTICS.

Double Acrostics—No. 4.

(Last of the First Series.)

Confusion, chaos, now I fear,
Will be your lot quite plainly here.

- To score a point in this you will do well
To cut off half a game-bird from gazelle.
- Upset over a hero,
The men of joy appear-o !
- Curtail this northern king whose piercing eye,
Could blunt his foemen's swords as he went by.
- This old mistake (we have received)
(Without its tail or head you must expect it),
The preacher could not have perceived,
Who unabashed said he would ne-er correct it.

Solution of No. 3.

1, Armstrong; 2, Corner; 3, Umbrella; 4, Thrav; 5, Eprouvette.

NOTES: 2, Jack Horner; 4, Thrave; 5, A machine for testing the strength of gunpowder.

Solutions must be addressed to the ACROSTIC EDITOR, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

LITERARY SECTION.

BOOKS AND THE MAN.

Day Boys and Boys of To-day.

Few have understood the immense significance of the change in secondary education which was brought about by the Balfour Act of 1902. This measure had possibilities even greater than those of Forster's Act of 1870, for it opened a path from the public elementary school into the field of secondary and post-secondary education, and gave to local authorities power to expend public funds on the building and maintenance of secondary schools or on the aiding of schools already in being. It is greatly to be regretted that the official control which must accompany the expenditure of public money has usually been exercised in the direction of complete supervision, with the aim, as it would seem, of bringing the secondary school system into line with the elementary school tradition of uniformity. It would have been wiser to have developed the plan of aiding existing schools instead of seeking to replace them by institutions wholly under official direction. How complete and far-reaching this official control may be is shown in the following passage, which I find in a volume entitled "The Day Boy," written by Mr. Ronald Gurner and published by Grant Richards at 7s. 6d.

The Head Master of the London County Council Secondary School for Boys, Stockham, is speaking to Harcourt, a new member of his staff who has previously taught in a public school. He says :

" My dear Mr. Harcourt,—I am the proud possessor of an efficient staff, which I did not appoint, working in a school which I did not help to plan and cannot change, reported on by an official who seldom visits the school, paid a scale of salaries over which I have no control, using books that I do not buy to teach boys in preparation for examinations that I cannot modify—the possessor of a banking account which I cannot use, the servant of a Governing Body that does not govern—you will understand me when I repeat the well-worn phrase with a slightly changed connotation, 'a good school runs itself.' "

Harcourt consoles himself by reflecting that the machine could not deprive him of the right of access to the boys, who, as the Head had said, alone mattered. He might indeed have reflected that a new Head Master of Eton or Rugby does not appoint the whole of his staff, that he did not plan the building and cannot change it with impunity, and that in other ways he is fettered by unwritten tradition far more than is the Head Master of any County School by the regulations which look so formidable in print.

The book contains matter far more important and fundamental than any protest against irksome official control. It gives the story of a "free placer" from a London Elementary School who proceeds to a County Council Secondary School and from there to Oxford. It is the kind of record which becomes increasingly common as the years pass, a symptom of a far-reaching change in our social economy. Mr. Gurner faces with commendable boldness the problem of adjustment, as it affects his hero James Strang, the scholarship boy, and incidentally as it affects our educational arrangements. How is such a boy, with his early environment of a workman's college, to establish proper relations

with boys and men—not forgetting women—whose lives have been spent amid cultured and elegant surroundings. Mr. Gurner makes Strang return to his old school as a master, after a brief spell of teaching in a public school where he encounters one of those detestable snobs who think that a public school master—as such—is superior to all other teachers. Strang's return strikes me as a lowering of his flag. It is late in the day for us to accept the view that the educational pathway or highway is to have a double track so that the poor boy may advance to the highest point of culture and then return to his kind. Something of the sort has been suggested as the proper aim of such bodies as the Workers' Educational Association. We may recall that Sanderson of Oundle started as a pupil teacher in a public elementary school, and that scores of men who are now successful headmasters of secondary schools, and hundreds of assistant masters and mistresses in such schools began their professional work in elementary schools.

As for the problem of adjustment, it is mainly a matter of idiom. Sometimes it is merely one of idiom in speech, such as makes it commendable and stylish to omit the 'g' from the end of a word, but fatal to omit an 'h' from the beginning. If you are a duke you may indulge in "huntin'" but the aspirant must not speak of "'unting.'" Aspirants must aspirate, in short. Equally trivial in essence are other differences, such, for example, as concern deportment at table or choice of neckwear. It used to be said that the final test of fitness for election to a Fellowship of All Souls was to dine with the Fellows and eat a portion of cherry tart with elegant ease. Conventions are important lubricants of social life but they are trifles compared with the power of handling ideas. Education should be a solvent of artificial barriers and the man who is truly educated cannot be a snob.

Mr. Gurner's book deserves to be widely read. He can tell a story well. I venture to hope that in the next edition he will arrange for his characters to avoid saying "Alright." It occurs more than forty times in his pages and never in the Oxford Dictionary. "The young Savanarolla" (p. 161) is probably the old Savonarola.

SELIM MILES.

MACBETH, JULIUS CÆSAR, MERCHANT OF VENICE, TWELFTH NIGHT, THE TEMPEST: the self-study Shakespeare: edited with introduction, questions and glossary by A. D. Innes, M.A. (Blackie and Son, Ltd. 1s. each.)

These editions of Shakespeare's plays are excellent. In them the play holds first place, and the editorial matter is clearly subsidiary. But it is, for this reason, all the more useful. The introduction is brief but suggestive, and instead of the usual annotations, the editor has supplied a glossary dealing for the most part with words used by Shakespeare in a sense now unfamiliar. Questions on each scene are added, designed, as the editor states, "to help the reader to a better understanding and enjoyment of what he is reading," and there is an interesting note on the reading aloud of Shakespearean verse.

We feel sure these volumes will find their way into many schools.

P.M.G.

REVIEWS.

Education.

A VICTORIAN SCHOOLMASTER: HENRY HART OF SEDBERGH: by G. G. Coulton. (G. Bell and Sons. 10s.)

If there is a fault to be found in this book, it is a certain lack of proportion. Appendices, footnotes, illustrations, index, all are there. But out of over 200 pages only fifty odd deal with Hart's reign at Sedbergh. His own life before 1880 and after 1900 occupies, not unnaturally, a considerable space. But two whole chapters are given to the "ups and downs" of the school's history between its foundation in 1525 and Hart's accession in 1880. The writer's object here is to show the effects of the doctrine of individualism on education, and he enlivens his narrative with entertaining anecdotes and quotations. Hart found eighty-five boys in the school, and kept the numbers from 1892 onwards at 200 odd. His great aim was to have a staff adequate in quality and numbers, and to pay them well: to this end he paid nearly £400 per annum, during his last ten years, from his own pocket. He organised a prefectorial system and regular games. New grounds and new buildings remain as permanent evidence of his work. Breaking away from the "Shrewsbury tradition" of making scholars, Hart modelled the school on the "Rugby tradition" of making men. And this tradition is as permanent as anything that Hart left behind him at Sedbergh.

The reader is introduced in this book to a great and inspiring character, and, as an educationalist, must benefit from obeying the author's injunction: "Let us mark what was tried and done between 1850 and 1900 as a standard which we must strive to surpass, but which condemns us if at any point we suffer ourselves to fall below it. Except the righteousness of 1900-1950 exceed the righteousness of that older generation, the world will have to retrace its steps, if only here and there."

English.

REYNOLD'S DISCOURSES: edited by J. J. Findlay.

A PAGEANT OF ELIZABETHAN POETRY: arranged by Arthur Symons.

EMERSON'S REPRESENTATIVE MEN: edited by David Frew.

ENGLISH LYRIC POETRY: edited by F. I. Carpenter.

ENGLISH PASTORALS: selected by E. K. Chambers. (Blackie. 2s. each.)

The above volumes appear in the Standard English Classics series, and form a very handy edition. These attractive little books are furnished with interesting introductions by the editors, who have also supplied notes where necessary.

V.H.S.

CONSTRUCTIVE ENGLISH. A Course of illustrated Readings with Exercises in Language and Composition, Books I—VI: edited by H. A. Treble, M.A. (Humphrey Milford. Oxford University Press.)

The old form of English text edited with copious notes for the pupil to memorise is passing away, and in its stead we are getting reprints of the texts, to which are added exercises to be worked by the pupils. Some of these editions continue to furnish scraps of information in the form of editorial notes—in others these are altogether discarded. The change is, we feel, for the better.

There was something about the annotated editions which made one feel that the pupil's work had been in a large measure done for him, and that the mere memorising of the editor's notes was very much like the art student's copying a landscape drawing instead of going out into the open and making a picture from his own observation.

There are those who think that it is enough to supply pupils with good English texts with nothing added either in the way of notes or exercises; and there should without doubt be a good supply of such texts in every class.

But our pupils must not merely learn to read, but to read thoughtfully and with a definite purpose; and though the text itself will provide material enough for thought, suitable exercises may be most useful in directing this thought into proper and appropriate channels.

It will at any rate be useful to have, in each form, a class book containing selections of both prose and poetry, on which can be based the general work in English, both oral and written.

Such a book will furnish material for exercises in clear and audible speech, for word making and word using, for grammar, for composition and for appreciation; and its usefulness will be obviously increased if it contains a series of suitable exercises which the pupils can be asked to work by themselves.

Under the title "Constructive English" the Oxford University Press has recently published a series of such books, six in number, edited by Mr. H. A. Treble.

The series forms an admirable set of class reading books.

The material selected is excellent and there are some charming illustrations which illuminate instead of overshadowing the letter-press, as is so often done by the elaborate coloured plates which are the main attraction in many modern school readers. After all, a reading book is not, and should not be, a picture book.

The exercises which Mr. Treble has added furnish just the kind of work for pupils to do which should increase their power in the use of language and in written composition.

But while leaving the pupil to work out his own salvation the editor, in the generosity of his heart, and feeling that he must do something for somebody, has turned his attention to the teacher and issued a series of companion books for the teacher's guidance, and designed to save him both time and trouble.

No doubt for this very reason these companion books will appeal to teachers, but surely the way to deal with an English text in class is the business of the teacher. He is, or is supposed to be, an expert in it. Then why should Mr. Treble or anybody else show him how he ought to proceed?

But perhaps this is a counsel of perfection, and teachers of English who are somewhat hazy as to how they should set about their task will find Mr. Treble's advice and scheme of work at once informing and helpful. What he has to say is very much to the purpose, and perhaps it may serve to stimulate teachers to try their hand at mapping out a procedure in connection with other English texts for themselves.

P.M.G.

A BOOK OF CANADIAN PROSE AND VERSE: compiled and edited by Edmund Kemper Broadus and Eleanor Hammond Broadus. (Macmillan and Co. 12s.)

This is an admirable volume and should serve all purposes as an introduction to Canadian literature and Canadian life and outlook. The editors have included not only Canadian authors but extracts illustrative definitely of the Canadian scene, whether history or landscape or ordinary Canadian home-love. The editors make no extravagant claims for Canadian poets and writers, but succeed in creating the illusion of environment, so that the reader is projected unconsciously into the real Canadian atmosphere. The first hundred pages are given to verse. Notable features are the inclusion of several poems by the French Canadian poet, Louis Frechette, and also representative poems of Colonel John McCrae, immortalised by his poignant "In Flanders Fields," and the equally fine "The Unconquered Dead." The prose section is the longer and falls easily into two sections: The People and the Nation Builders. Here we find represented Judge Haliburton and Gilbert Parker, and extracts from Louis Hemon's exquisite "Maria Chapdelaine." Hardly English literature this, since it is translated from the French, but altogether Canadian and beautiful. The whole volume finishes appropriately with extracts from the speeches and writings of Sir Wilfrid Laurier and Sir Robert Borden and one puts down the book with a feeling that here of a surety is the heart of a nation, of a great nation, not English, not French, not American, but Canadian.

F.F.P.

A PRIMER OF LITERARY CRITICISM: G. E. Hollingworth, M.A. (Lond.). (University Tutorial Press, Ltd. 2s. 6d.)

The purpose of this primer is to aid those who are making a study of English literature to realise intelligently why it is that some writers are classed as good and some as bad. It analyses carefully the ways and means whereby impressions are produced by authors, giving illustrations by means of extracts from established works.

The four chapters deal with the following aspects of the subject: What is Style? The Elements of Style; The Varieties of Style; and lastly Appreciation. At the end of each section is added a list of questions which may be used to test the student's progress and perception.

In promoting honesty in criticism and in doing away with the quotation of mere second-hand opinions, this little book should do much.

(Continued on page 200.)

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WALTER DE LA MARE: A Biographical and Critical Sketch,
R. L. Mégroz. (Hodder and Stoughton. 7s. 6d.)

Perhaps the most satisfactory appreciation of any poet would be a biography, followed by an anthology, and we must thank Mr. Mégroz for his brief sketch of Mr. de la Mare's life, and for those quotations which stud his book, like stars, we must confess, in a surrounding night. I am old fashioned perhaps, but the continual note of psycho-analysis which runs through the book jars upon me. Mr. Mégroz should not play with fire. An amateur interest in explosives too often leads to the professional interest of the undertaker. To those rare and ingenious beings who delight in trochees and dactyls, as others in poetry, the book may be recommended, but to those of us who admire Mr. de la Mare as a superb poet, and not as a scientific specimen, it is disappointing. I wonder if Mr. de la Mare himself, reading that "very free resolutions occur of trochees into triplet dactyls, and into a quadrisyllabic foot and a quinquesyllabic foot," would realise that his own poetry was the subject. I wonder does he know what it means?

Yet the book claims to be more than a mere scientific treatise. There is much vague philosophic talk of Truth and Beauty, so far removed from the spirit of the poet, his wealth of definite imagery. It would seem as though the age of the great critic was passing, and that Gosse and Colvin and Saintsbury were to have no successors. Mr. de la Mare's words, quoted by Mr. Mégroz, might stand as the epitaph of this book:

"Alas, the futility of care

That, spinning thought to thought, doth weave
An idle argument on the air

We love not, nor believe."

H.G.G.

MEN OF THE PEN: F. A. Ginever, B.A. (George Gill and Sons, Ltd. 3s. 6d.)

"London Matriculation and other questions, for which this book will be useful, appear at the end." These words from the preface seem to indicate the main purpose of this book.

It is an amazing compilation, suggesting at times a railway time table, a tourist's guide book, or a stores catalogue. But most of all it reminds us of a "racing calendar and guide to form." We have pedigrees, names of owners and trainers, lists of classic events and notable performances, and all set out so that the most ingenuous youth can spot the winners. We admire the author's courage and directness. Here is no nonsense (or not much) about appreciation and love of literature. The business of schools is to prepare pupils for examination and the purpose of text books is to present, in graphic form, the matter which, when memorised, will be found useful in answering the questions which are likely to appear in examination papers. And, as an aid to memory, the matter should be set out in a manner which will catch the eye. Printing in italics and heavy type, marginal notes, chronological tables, lists of names and titles, all these, judiciously served up, make the learning of English literature as easy as "swimming on bladders." Here, indeed, we have the old style cram book revived, naked and unashamed, and those for whom education still means the getting through examinations somehow and anyhow will no doubt give the present volume more than passing consideration.

P.M.G.

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WORDSWORTH'S PRELUDE: selections arranged and edited by
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The selections from the Prelude are prefaced by a short introduction dealing with those chapters of the author's life referred to in the poem. This book also contains a series of questions and a few explanatory notes.

Excellent little volumes which are sure to find favour with teachers and students.
B.M.G.

Classics.

LATIN UNSEENS: C. G. Pope and Bradshaw. (Longmans, Green and Co. 3s. 6d.)

This book is intended for the use of Upper and Middle Forms, and consists of passages from the best authors graded as far as possible into three stages of increasing difficulty. There is a heading to each piece which affords a clue as to its theme, thus starting the elucidator on the right lines. The compilers have chosen passages outside the usual range, and the extracts possess the great merit of being much more interesting than is usually the case.

LATIN PASSAGES FOR PRACTICE IN TRANSLATION AT SIGHT:
James S. Reid, LL.D., F.B.A. (W. Heffer and Sons, Ltd.)

A double purpose is served by this book, which may be used either for exercise in unseen translation, or as a reading book illustrative of Latin literature. In both cases it will be found admirable, for the passages contained in it are far from dull, while the variations in time and style are considerable.

LATIN TRANSLATION SIMPLIFIED: T. F. Coade, B.A. (G. Bell and Sons, Ltd. 1s. 6d.)

In translating Latin the beginner is very often apt to be confused by the apparently interminable convolutions of the sentences, and as a result a feeling of panic sets in. In this book Mr. Coade has successfully evolved a method of attack whereby translation is robbed of much of its terror. This method consists of making boys analyse the sentence into its component clauses, each to be bracketed off by them, thus leaving the main clause plain and uninvolved. When every clause and phrase has been marked off, each can be translated separately, while finally the whole passage can be knit together into a good English sentence.

This book can be thoroughly recommended to those who have to teach Latin translation to boys round about the age of fifteen, for it supplies a sound basis upon which to work. The passages here chosen are exclusively from Cæsar's Gallic War.

MENSÆ SECUNDÆ: A. M. Croft, B.A. (G. Bell and Sons, Ltd. 2s.)

Mensæ Secundæ consists of passages selected from Latin authors to illustrate the syntax usually learnt during the second year of study. This includes indirect speech and the main uses of the subjunctive mood. Variety and interest is obtained by reading the extracts here given, and the pupil will find this an easier method of learning syntax and accidence than that of acquiring it from grammars.

French.

A PRACTICAL COURSE IN FRENCH: Henri Mayaux, B.ès.S.
(Pitman. 6s.)

The following occurs in an English passage for translation: "And when he entered into the chapel, which was but a little and a low thing and had but a little, low door, then the entrance began to grow so great, and so large and so high as though it had been of a great cathedral or the gate of a palace." (p. 374.)

These sentences are also to be found in this volume:

"If we had been warned we would have taken our cautions." (p. 369.)

"I have been charged with this work." (p. 320.)

"My father has expressly prevented my smoking." (p. 376.)

On page 394 we find the expression "pig-deluges"!! Need we quote further? The vocabulary for an English passage on p. 409 is very inadequate. A glance at the grammar shows the same lack of care and thoroughness—see personal pronouns.

The aim of such a book, the author tells us, "is to enable students to acquire a practical knowledge of the French language in a manner which is as easy and interesting as possible." We must at least thank him for this information.

EXTRAITS DE J.-J. ROUSSEAU: H. E. Berton. (Liepmann's Classical French Texts. Macmillan.)

This should prove a useful book. Rousseau is perhaps not studied enough in schools. The introduction deals fully with his life; his philosophy is discussed under the three headings of thesis, antithesis, and synthesis, and the extracts are arranged to correspond. The introduction also sets out his literary and political influence. The notes are well done, and these are followed by English passages—not reproductions—which bear on the subject. Finally a variety of subjects are suggested for free composition. As an introduction to the later romantics this volume should be read in class or added to the books for private reading for pupils taking advanced courses.

(Continued on page 202.)

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Economics.

ECONOMICS FOR HELEN: by Hilaire Belloc. (Arrowsmith. 5s. net.)

"Helen, aged sixteen," may be imagined as looking doubtfully at any kind of project for teaching her "the intricacies of economics." But Helen stands in little need of pity. Mr. Belloc's downrightness, his clarity of exposition, together with his firm dogmatism and definite point of view (which has been called prejudice) are all well represented here. If Helen will but sit up and take notice, she may find very much that is to her advantage.

Mr. Belloc defines his chief term, and his own position, at the outset:

"1. Wealth is made up, not of things, but of economic values attaching to things.

"2. Wealth, for the purposes of economic study, means *only* exchange values: that is, values against which other values will be given in exchange."

The chief divergence here from the orthodox text-books, such as Marshall's, is that by the definition No. 1, "services" are ruled out. At the end of his book, Mr. Belloc has a couple of pages on the absurdity of counting services as economic wealth. It is a view he has consistently maintained. The present reviewer has in his copy of Marshall's "Principles" some notes from Mr. Belloc's criticisms on this point, dating a dozen years back. It is an important point. We will here enter only two brief comments. First, that the second half of Mr. Belloc's No. 2, given above, would admit "services" as wealth. Secondly, that keeping the distinction between "goods" and "services" clearly is not identical with ruling one of them out from economics.

The book is divided into two parts, after the manner of Pure and Mixed Mathematics: I. The Elements; II. Political Applications. The second part, of course, is of the more general interest; but it should rightly be considered after the first part has been read. Indeed, the first part needs "reading" in something of the University sense. Helen must not limit herself to one reading over, unless she knows something of economics to begin with. When she has properly grasped Part I, she may settle herself to enjoy Part II, about The Servile State, The Capitalist State, The Distributive State; about Socialism, Usury, and Economic Imaginaries. If she does not enjoy Part II, then Helen is not yet ripe for Economics, and (or) has not mastered Part I.

We trust that Helen—and Harry—will read this stimulating little book with as much care as it demands—and deserves.

R. J.

History.

STATE AND COMMONS: AN INTRODUCTORY HISTORY OF THE BRITISH COMMONWEALTH. Part III. 1688-1832: by R. B. Mowat. (G. Bell and Sons. 2s. 6d.)

This is the third volume in a most excellent series. The author succeeds in avoiding that sharp division between political and social history which is so frequently met with, and the result is a broad balanced vision of this most important period of English history, beginning with revolution and ending with reform. But more important even than the text, good though it is, is the inclusion of authentic illustrations, reproductions of contemporary portraits and of contemporary prints of social and daily life. This is most excellently done, not only in text, but in a pictorial supplement. So good is this section that we are loth to mention any omissions, but we should like to have seen one or two examples of the work of the great political caricaturists and cartoonists of the late eighteenth and early nineteenth centuries. Thus, while we note an excellent portrait of William Pitt the Younger, we miss that of Fox, though numerous caricatures by Gilray and others show these two in constant proximity, and the contrast between the tall spare Pitt and the short dark Jewish-looking Fox is one that makes a lasting impression.

But the book as a whole is finely conceived and finely executed, and at a price of half a crown should find a ready welcome.

A GENERAL HISTORY OF EUROPE (Part II, 1500-1922): by O. J. Thatcher and F. Schwill. (Murray. 5s. 6d.)

"Thatcher and Schwill" is now nearly a quarter of a century old. The present edition, however, brings down the story to the end of the Great War, and the later chapters of the original work have been revised. The result is a sound and solid text-book on usual lines, with maps, genealogical tables, and references. The tale of history is told plainly and straight-

forwardly; and one can find what one wants through index, chapters, and side-headings. For a text-book, that is a satisfactory state of affairs; and of course the work claims to be a text-book, and no more.

R. J.

OUTLINES OF EUROPEAN HISTORY, 1649-1789: by A. D. Greenwood. (Horace Marshall. 3s. 6d.)

This little volume deals with Period V (Transition to Modern Europe) of the series of "Outlines." It begins, after a rapid glance at the countries of Europe, at the Peace of Westphalia, with an account of Le Roi Soleil and the France of his time. It ends with the close of the French monarchy. There is much division and sub-division. We move our attention to the Northern Powers, and then turn south to the Turks, east to Russia. The many political threads are in themselves a tangled task for a book of less than two hundred pages; yet also there is a chapter on economic and social conditions, another on the progress of thought and discovery. Condensation is therefore inevitable, but yet Miss Greenwood has managed to avoid producing anything like a bare catalogue. Her pages are crowded, but that is because the pages are few and the events many.

R. J.

HOW TO READ HISTORY: by H. Watkin Davies, M.A., F.R.H.S. (Hodder and Stoughton. 2s. 6d.)

This is a handy volume, in all senses of the adjective. It is a conversational bibliography, a chat about history books, and a guide to them. Mr. Davies limits himself to books available in English, for he is addressing the general reader of history rather than the student as such. Indeed, some of the volumes that he mentions are never so much as hinted at in places where Professors profess. But many readers will be thankful for this little volume. It can be read in an hour, and referred to in after hours. It has descriptive accounts of the periods of history, that save it from being a catalogue. It shows a genial tolerance—the highbrows will say that it tolerates too much. It shows genial human preferences, also, as that for the late Frederic Harrison. Translations of famous continental works are freely mentioned, but American writers make a poor show. That might be because so many of them write text-books; yet Breasted's capital "Ancient Times," which is and was meant to be a text-book, is mentioned more than once—and certainly deserves the mention.

R. J.

General.

AMINTA: by Torquato Tasso. Edited by Ernest Grillo, M.A. (J. M. Dent and Sons, Ltd. 5s. net.)

In the neglect to which the capriciousness, or decay, of taste has relegated the study of the poets of the Renaissance (including, alas, our own Shakespeare) we offer a special welcome to Professor Ernesto Grillo's wholly admirable edition of Tasso's pastoral play *Aminta*. The text is scholarly; the apposed prose translation is sufficiently literal to be helpful to the beginner in Italian—the style of the poem itself is simple and direct, and transparently clear—while it moves with an agreeable rhythm and captures much of the grace and charm of the poet's own diction. Little in the original is lost that is separable from the mere loveliness of the versification. The instances in which one might suggest another rendering for a word or phrase are few.

Professor Grillo's Introduction is a model of its kind, concise, erudite and stimulating. Professor Grillo traces, step by step, the evolution of the Italian pastoral play from the earlier dramatic eclogues, a development to which the conditions of the time were so happily propitious. He characterizes judiciously the precursors of *Aminta*, and contrasts the spontaneity and moving simplicity of Tasso's play with the more elaborate beauties of a later rival, Guarini's *Pastor Fido*, in which the Italian pastoral drama reached the last stage of its development. Of the sources of *Aminta*, its dramatic structure and versification, its motives and symbolism, Professor Grillo renders an account that is full and complete, and contagious in its enthusiasm. He cites a goodly company of poets and critics who have fallen under the spell of Tasso's genius or essayed to reveal the secrets of his power. The last part of the Introduction is devoted to a survey of the fortunes of pastoral drama in Spain, France, and England, with, of course, special reference to the influence exerted upon it by the *Aminta*.

Professor Grillo's work, which, by the way, is equipped with a useful bibliography, may be recommended with equal confidence to the student who is specializing in Italian or English, and to the general reader of poetry.

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NEWS FROM THE PUBLISHERS.

Mr. S. C. Roberts, author of "The Story of Dr. Johnson" and "Dr. Johnson in Cambridge," has in preparation a new edition of Mrs. Piozzi's "Anecdotes of the late Samuel Johnson, LL.D." The book, which will contain an introductory essay and a short bibliography, will be published by the **Cambridge University Press**, and will be similar in format to Mr. Roberts' edition of Boswell's "Tour to Corsica," published last year. The same press will also publish shortly a reprint, in its original form, of Sir Michael Foster's "Lectures on the History of Physiology during the Sixteenth, Seventeenth, and Eighteenth Centuries," which has been out of print since 1922.

"Guedalla's Gallery," published by **Messrs. Constable**, should prove a book well worth reading. It contains impressions of Fez, Biarritz, Sir James Barrie, Rudyard Kipling, Anatole France, H. G. Wells, John Galsworthy, and others. Altogether it is a very varied exhibition that covers the walls of the "Guedalla Gallery." From the list of fiction, we note "Gone Native," by "Asterisk," author of "Isles of Illusion"; and "God's Step-Children," by Sarah Gertrude Millin.

In their new monthly list entitled "The Harrap Mercury," **G. G. Harrap and Co.** have made many interesting announcements. Their first flight in fiction embraces among other novels "Conquistador," by Katharine Fullerton Gerould; "Golden-Eyes," by Selwyn Jepson; and "Ultimatum," by Victor MacClure. In the realms of belles lettres we have the promise of a "Dictionary of the Characters and Proper Names in the Works of Shakespeare," by Mr. Francis Griffin Stokes, to be published early in May. Under the title of "One Act Plays of To-day" we have a collection—the first of its kind to be published in England—consisting of eleven one act plays of all types, by A. A. Milne, Harold Brighouse, Arnold Bennett, Oliphant Down, John Galsworthy, Lord Dunsany, J. A. Ferguson, Allan Monkhouse, J. J. Bell, John Drinkwater, and Olive Conway.

Messrs. Longmans, Green and Co. have in the press a book entitled "The Agricultural Crisis, 1920-1923," written by R. R. Enfield, which will interest students of agriculture. This book approaches the agricultural problem from a new point of view. It aims firstly at giving an analysis of the causes and effect of the agricultural depression which has followed the Great War, in this country and in the United States of America, and secondly at drawing certain conclusions from this analysis in regard to the future of the industry. The following alterations in price should be noted: Chase (B.), "Gorse Blossoms from Dartmoor," from 2s. 6d. net to 1s. 3d. net; Fouard (Abbé), "St. Peter," from 9s. net to 10s. 6d. net; Heygate (W. E.), "Manual of Devotion," 18mo, limp, from 1s. net to cloth boards cut flush, 2s. net; Longman's Continuous Story Readers: "Tales from the Faerie Queen," from 6d. to 8d.

Those interested in prints will welcome the announcement by **Messrs. Sampson Low, Marston and Co.** of a book by C. T. Courtney Lewis called "George Baxter, The Picture Printer." It is a limited and numbered edition published at £3 3s. net. It is by far the most exhaustive and complete work that has been written on the subject, and is not only a guide to Baxter prints for the collector, but it is also a biography of Baxter's life. The book is published only in a limited edition of one thousand copies at the price named, to be raised to four guineas net immediately after Easter. Among the novels published by the same firm we may mention "The Nervous Wreck," by E. J. Rath, an American humorist hitherto little known in this country; "The Purple Silences," by Helen Nicholson, a story of love and adventure in the Sierras; and "The Amazing Padre," by Margaret Wheeler, a first novel of ability.

From **Sir Isaac Pitman and Sons'** spring list many valuable books on business and commerce are to be found. "Business Building," edited by F. F. Sharles, F.S.A.A., A.C.I.S., deals with all the newest ideas in industry, in a form easily understood. Under the heading of General Literature there is "The Life of Lord Morley," by Sved Sirdar Ali Khan; and "Printing: Its History, Practice, and Progress," by H. A. Maddox.



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The Incorporated Society of Musicians was founded in 1882, for the purpose of providing a comprehensive organization which should represent every branch of the musical profession. The first broad divisions of this profession are those of performers and of teachers, but these merge into each other at many points, for it is one of the most healthy characteristics of the musical profession that eminence as a teacher of music is often accompanied or preceded by a distinguished career as a performer or composer. The essential unity of all forms of musical activity is thus made manifest, and all who are engaged in the composition, interpretation, or teaching of music are linked together by the bonds of a single interest and the claims of a great art.

The Incorporated Society of Musicians recognises this essential unity, and seeks to foster it by admitting to its roll of members all qualified musicians, whether performers or teachers. At the same time the Society recognises the need for the existence of other associations of musicians, made up of those who show a special interest in some one branch of musical work. It is clearly of benefit to musical progress that there should be centres of intensive interest where sets of cognate problems may be thoroughly explored. It is equally clear that such specialist organizations within the wide field of music should each have a valid justification for its existence, and be wholly free from any feeling of rivalry or hostility towards other bodies. Beyond this it may be urged that associations and individuals engaged in musical work should recognise that they share one great interest, namely, a desire to promote the welfare of their art by enhancing its place in public esteem and by ensuring that those who claim the honourable title of musician or music teacher shall be fitted to bear it worthily.

It is on this common ground that the Incorporated Society of Musicians seeks to work. It does not wish to discourage or impede any organization which already exists. It seeks rather to furnish a means for attaining these objects which are sought by all musicians who value the prestige of their art. Unity and co-operation are essential if these objects are to be attained, and therefore the Society invites all qualified musicians to join its ranks.

The general aims of the Society will be apparent from the foregoing statement, but it is desirable to invite special attention to the work which a comprehensive body such as the Incorporated Society of Musicians can accomplish if it receives the support of musicians.

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THE EDUCATION·OUTLOOK AND EDUCATIONAL TIMES

JUNE, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The Co-operators.

In his speech at Newcastle the President of the Board declared that he was no autocrat, that he did not possess powers such as were exercised by Ministers of Education in some countries, such as Germany, France, or certain of the Dominions. He said that in England our education system is essentially a triple partnership of State, local authorities, and teachers. With the local authorities, he said, lies most of the executive action which ultimately makes our system effective or non-effective. This is true, but it should be read with one of Mr. Trevelyan's remarks which followed, namely, that the Board can thwart, discourage, obstruct, and forbid, or, on the other hand, it can stimulate, encourage, and insist. We have tasted the Board's qualities in the four activities first-named, and we now await with some eagerness an experience of the last three. Will the Board stimulate and encourage the local authorities and teachers, insisting, where necessary, that a response shall be made? Already some excellent steps have been taken, but it is evident that certain local authorities lack the spirit of willing co-operation and are disposed to say that the cost of complying with the Board's demands is too high. Mr. Trevelyan's chief problem will be that of bringing these authorities into line without claiming for himself the powers of an autocrat.

The Salary Factor.

One of the most dangerous rocks in the way of educational co-operation is the question of salaries. The Burnham Committees are still in being as these lines are written, but it is rumoured that the meetings are now opened by the singing of a hymn with the line—"And are we yet alive, and see each other's face?" It is an open secret that the tension has been extremely severe, the authorities demanding reductions and the teachers resisting them, until it has seemed that no accommodation could be found. If the Committees should dissolve it will be a disaster and something of a disgrace to us all. A disaster, because we shall be thrown once more into the atmosphere of local strife and endless bickering on salaries, and something of a disgrace because people who are concerned with education ought to understand that a spirit of negotiation and the exercise of reason are things to be upheld, especially in these days. If all parties will resolve to refrain from taking up heroic attitudes and saying the "last word," then a way out will be found. Last words are never really the last, for when an ultimatum has been followed by war there must be a treaty of peace in the long run. It is best to have the treaty now.

The Register of Teachers.

The compilation of an Official Register of Teachers is entrusted to a statutory body representative of every branch of teaching work. The conditions of registration have been carefully framed with the object of avoiding hardship to individuals and of safeguarding the public interest. A reasonable standard of attainment and of professional efficiency is demanded, and this has been reached by some 73,000 teachers who have applied thus far for registration. It has been reached also, in all probability, by another 47,000 who have not yet applied. The Council has not hitherto sought to make registration compulsory, partly because the main idea behind the movement is the belief that teachers themselves desire the unification of their profession and that they are intelligent enough to perceive that the basis of every profession must be an Official Register. When the present defaulters have come to the point of understanding this principle the Register will be completed very quickly and we shall have an instrument of real efficacy. Meanwhile the Council has taken the important step of bringing all teachers under its purview, by arranging a List of Associate Teachers, open to beginners, followed by a List of Provisionally Registered Teachers, open to those who have completed the required attainments and professional training.

Some Misconceptions.

In certain quarters where more enlightenment might be looked for there are odd misconceptions concerning the work of the Teachers Council. Some zealous supporters of associations of teachers are afraid that the Council seeks to absorb or usurp the functions of all existing associations. A moment's reflection should serve to show that the Council can do no such thing. In the first place it is not an association or society such as the N.U.T. or A.M.A., but a body made up of representatives of associations all of whom may be expected to see that their several organisations are not adversely affected by the Council's work. In the second place, the Council was created by Act of Parliament for the primary purpose of forming and maintaining a Register of Teachers, a task which could never be assigned to any one association. As a representative body, the Council does perform a useful function when it is able to put forward the views of all teachers on matters of general professional interest and thereby aid co-operation between authorities and teachers. But the Council could not take up any matter which is shown to be the exclusive concern of elementary school teachers, or of secondary school teachers, or of an individual. The Council can deal only with matters affecting, directly or indirectly, the whole profession.

Wembley and Education.

Mr. H. G. Wells has been asking pertinent questions concerning the manner in which the educational activities of the various parts of the British Commonwealth are ignored at Wembley. He says that we may go about the exhibition and find butter and tallow and hides at every turn, but no reproductions of the fine new public school-houses these rich young Dominions must possess, the colleges and research institutions they must have set going. He points out that New Zealand—or her paid boosters—proudly announces that she is the greatest supplier to Great Britain of dairy produce, mutton and lamb, and cross-bred wool, that her export and import trade is greater per head of population than that of any country in the world. Her deer-stalking and angling facilities are extolled, but there is no mention of such exports as Professor Gilbert Murray or Mr. Harold Williams. It was once asked: "How much is a man better than a sheep?"—a difficult question enough, but not half so difficult as it would be to estimate the value of Gilbert Murray in terms of cross-bred wool. Of these things it is perhaps useless to complain. Wembley is a display of "big business," and education has no megaphone to compare with the blare of dividend announcements. Our own Board of Education is represented at Wembley by a structure which might hold a couple of telephone booths.

The Modern University.

Recently there has been some useful discussion concerning the work of our modern universities. It has been pointed out that mere attendance at lectures will not impart that form of discipline which ought properly to result from a university training. Class-rooms, laboratories, and erudite professors are not the only forms of equipment required, since one of the essential parts of a university course is free contact between mind and mind. Hence the need for an adequate provision of colleges or halls of residence where the students may live and fraternise under conditions appropriate to their years. The student of a modern university, who lives in solitary lodgings and attends lectures is only a little better off than one who resides at home and travels a dozen miles each way to the knowledge market. Both may obtain degrees, emerging with the highest academic honours, and yet both may be lacking in certain attributes of an educated man. They have gathered information but they may not have gained the ability to handle ideas or the power of seeing their knowledge in its true perspective. Their lack of intellectual background will prevent them from entering into the real 'universitas' of culture. A university which does not provide suitable halls of residence and opportunities for tutorial work is failing in its proper purpose, even though it spends largely on the building of "cloud-capped towers and gorgeous palaces."

William Andrewes Fearon.

In the field of English education there is a special trackway which seems to be sacred to William of Wykeham and his beneficiaries. Lengthy indeed would be the roll of those who have passed through Winchester and New College to begin great careers in the world. Some have never left the track or have returned to it after brief sojourns elsewhere. Of these latter was Dr. Fearon, who went to Winchester in 1852, at the age of 11, and in 1859 proceeded to New College, Oxford, as the first Winchester Scholar, being elected a Fellow in due course after a brilliant career. In 1867 he returned to Winchester as an assistant master, and in 1884 he was elected as headmaster, an office which he held for 17 years, retiring to become Archdeacon of the diocese of Winchester. Thus for over 70 years he was closely connected with the foundations of William of Wykeham, great abilities combining with passionate loyalty to make him a brilliant teacher and headmaster and a tenacious upholder of what is best in the tradition of Winchester.

INDOCTUS.

(With apologies to W. E. Henley.)

With magisterial dignity

*Marking the accents of my speech,
I curse the Fate that gives to me
The boy impossible to teach.*

All the known rules of accident

*He has ignored with scorn unfeigned;
By any law of mood or tense
His mind is muddled, but untrained.*

Beyond his powers of intellect

*Lies all that he has e'er been told;
And yet the progress I expect
Leaves, and shall leave him, icy-cold.*

It matters not how I advance

*The punishments upon his scroll;
He is a well of ignorance;
He is oblivion's very soul.*

C.A.L.L.

AT SCHOOL IN ARCADY.

The following is an authentic account, which is true of many village schools to-day.

I had been reading the "Southcliffe Daily News," and the subject was "The Need for Economy in Education."

I read of huge sums squandered on palatial buildings, and on expensive and for the most part unnecessary apparatus—of the number of useless subjects badly taught on old-fashioned and unintelligent lines by mercenary and often inefficient teachers, who received grotesquely high salaries, and whose aim in life seemed to be to do as little and get as much as possible. Why should the hapless ratepayer be fleeced in this scandalous manner? Thus and much more in the same strain in the "S.D.N."

Now having a little time at my disposal I thought it well to try and get some first-hand knowledge—not of the large town schools, which are comparatively few, but of those in our country villages, which still remain the typical schools of England.

What I saw is probably characteristic (*mutatis mutandis*) of hundreds of such schools in our rural districts.

The usual type of building had one larger and one very small room—the latter for infants. Many of these were in fact built as far back as the 40's and 50's, and the buildings and equipment of those I visited had, I imagine, altered very little in any respect since those early days.

A large number of these schools had only one teacher—a woman—and contained twenty to thirty pupils, often less, nominally divided into "infants" and six "standards."

The boys and girls were always taught together.

Dreariness, apathy and futility were the main impressions I received.

A larger type of school which boasted a "male" Head Teacher afforded more points of interest and I will take one example which may serve for many.

The infants' classroom resembled a very large cupboard. Owing to its position the sun never shone there—it was always too hot or too cold and always both draughty and stuffy. Twenty-five to thirty "infants" were packed into it, in preposterous and mostly damaged desks, and taught by a conscientious and hard-working "female" teacher who had been successfully vaccinated and possessed sound Evangelical principles.

Appalling coloured prints of the patriarchs and the apostles adorned the bleak and dirty walls. The chief "apparatus" consisted of old-fashioned torn and dirty books and greasy slates. The "female" teacher, who apparently seldom or never sat down, complained of constant headaches—no wonder in that depressing atmosphere of stuffiness and gloom.

The boys, girls, and infants had a playground in common, which in times of rain and thaw became a veritable swamp. In bad weather these unfortunate infants stayed in their classroom during play time, first restless and then torpid as the air became fouler. For those who came from a distance this same small room served for their scanty and uninviting mid-day

meal. The low playground wall gave on one side upon a street and was overlooked by a row of houses, and the public could stray in and out at will audibly criticising the drill and exercises. On the other side was the churchyard.

The "cloak room," or rather passage, for girls and infants had accommodation for about a dozen, but forty to fifty had to use it. Thirty boys used a still smaller passage as their cloak room.

The only lavatory "accommodation" was one cracked and ancient metal bowl and a broken stool, and during wet weather an incredible amount of filth was brought into the school from the playground. However, the teacher assured me that a towel and soap were always forthcoming for the "medical inspections." The offices were not actually dangerous to health, but apart from this their condition can be better imagined than described.

I passed into the larger room—here six "standards" were taught in two divisions, partly divided by a torn and filthy curtain. Both the "head" teacher and his "female" assistant had three divisions apiece plus a small section of "mentally deficient," and here they talked against each other the livelong day. The children were crowded together in ancient and dilapidated desks, as their parents had been in the past. A faint and sickly odour rose from the damp and rotting floor. The distemper was peeling off the dirty walls and dust lay thick. Draughts and stuffiness prevailed. The blinds, where they were up, were old and broken. In winter and early spring, so the teacher gravely informed me, the children found it too cold to have the windows open, and in fact the temperature often sank to freezing point. There seemed to be no system of ventilation. Some out-of-date maps and rules for good conduct and manners were on the walls. The children seemed bored, and either restless or torpid. Their text-books were very old, dog-eared and dirty—they had been read and re-read by their elder brothers and sisters, and in many cases doubtless by their parents before them.

The head teacher had been there many years. He was (he said) tired of fruitlessly complaining and had apparently adapted or adjusted himself by force of habit to conditions that to an outsider seemed intolerable.

A proposal to make the playground fit for use in wet weather had been brought forward ten years before, but nothing had been done. Still, the children had the advantage of sound Church teaching.

The lower part of the "Upper School"—the "flag end" to use the felicitous phrase of one of H.M.I.'s—was composed of those pupils who by reason of size, age, and an increasing capacity for "making themselves a nuisance" were superannuated from the Lower School on the other side of the curtain. All these unfortunates were more or less sub-normal. Most of them had spent six or seven years in school, attending regularly enough, and yet making in all that time no appreciable advance, either in knowledge, intelligence, or power of expression.

(This seemed to me one of the saddest features in this educational backwater. There are special schools for such children, but putting aside the question of expense and obvious difficulties with their parents, would the change be really beneficial for them? Some think that the companionship of normal children is desirable for them even if they cannot do the same work—but on the other hand, requiring as they do a disproportionate share of the teacher's attention, they become so far detrimental. They really require a special teacher.) Inbreeding perhaps is one cause of this sub-normality—but there it is.

Some unhappy scholars have to rise at dawn and go into the fields to work until it is time to trudge off to school. These usually live some distance from the village and their tasks are manifold and hard, and are resumed after school again till darkness intervenes.

Saturday is also a working day for them. No wonder they arrive at school dirty, fatigued, and more inclined to doze than work. No wonder that the Head Teacher is criticised for their "slovenly and dirty ways."

In some cases these youthful martyrs are "boarded out" by the workhouse authorities, and not infrequently they are illegitimates.

Some of the local "powers that be" gave me cold comfort. I will briefly set out the views of several as expressed by a selected three.

The Vicar was strongly of the opinion that too much was spent on elementary education and that too many subjects were taught. The people didn't want it—they didn't value what they didn't pay for—besides, education unsettled them—the "three R's" were enough, and in fact more than enough.

"Educate them," quoth the reverend gentleman, "and they will leave the villages." I gathered that what the children *most* needed was discipline—of an uncompromising kind. He lamented the "rage for amusements" that now prevailed, and the indifference of the lads of the village to the higher life. Carnal pleasure was all they desired, to wit—billiards, dancing, whist drives, and cinemas. This sad state of things was, he averred, largely due to too much education.

The Vicar was chairman of a small school which was under the charge of a "female teacher." Naturally there were occasional difficulties with the elder boys in the matter of discipline. This furnished frequent occasion for the "laying on of hands" by this militant descendant of the Apostles. One scholar indeed might literally have stated "Thrice was I beaten with rods." This unlucky boy was self-conscious and inarticulate, like so many of his type and kind, and so with the usual lack of psychological insight which prevails in those parts, the Vicar mistook his attitude for wilful stubbornness and hardness of heart. The boy was illegitimate, and, as the Vicar charitably observed, "Coming, as he did, of a bad stock he required, and deserved, severe treatment."

A well-off village magnate of the "self-made" variety, informed me that "This education is the ruin of the country." He was especially scornful on the subject of school children's "recreation."

"Play—why as soon as they go in they come out again *to play*. There's no sense in it. Haven't they got the evenings and Saturdays to play in? (Probably crow scarers are at a premium in this village.) They don't learn 'em anything useful either. It's throwing good money away. And look at those girl teachers—always having 'olidays and going about with tennis rackets and 'igh 'eeled shoes if you please. And what are they—only village girls, and they earn more than respectable working men with wives and families to keep—scandalous salaries they get, too—and it's us that's got to pay 'em. Why aren't they at home helping their mothers, or in service, or doing something useful? Dancing and playing the piano and going to pictures is all they think about. . . . Grrrr. All the farmers round will tell you the same thing—boys and girls won't stop in the villages nowadays—and it's this ——— education that's done it . . ." and so forth, and so on.

Yet this man's own children had gone to good schools and had the best education that could be got!

I gathered that the County Education Committee and their officials were anxious to improve matters for their poorer schools, but they were sadly hampered by the hostility of the farming interest, by the bitterness of certain clerical reactionaries, and by the attitude of many well-to-do people whose children do not go to the elementary schools. (*cf. supra.*) Another difficulty is the apathy of so many of the parents, who seem quite indifferent as to the kind of training their children receive, and simply look forward to the happy day when their offspring will attain the age of fourteen and can earn a few shillings to help the scanty family budget. I talked to some of these parents about blind alley occupations and the "Educational Ladder." They were quite polite and tolerant, but quite impervious, and there I had to leave it!

Surely it is the height of folly to imagine that educational results of any value should be forthcoming when teachers, caged in these dirty, decrepit, and depressing holes, have to deal with three or more divisions at once, and have in addition, to teach in the same room with a colleague who is in the same predicament. Or again, when one teacher is in charge of a whole school—however small—with various divisions of children from five to fourteen years of age.

An "educational authority" whom I consulted on these points observed that the really inspiring teacher should rise superior to bad conditions and—in effect—should make his educational bricks without straw. He should rejoice (*sic*) in difficulties, and, in short, should do his duty in that front line of educational trenches to which it has pleased the G.H.Q. Education to call him. Such teachers there are—but they cannot achieve the impossible.

A Government Inspector confirmed my belief that the conditions which I had seen were widespread in this and many other English counties—"It was by no means unusual. It was a question of ways and means—nothing much could be done at present—in time, perhaps. . . ."

"CHEAPNESS AND CONVENIENCE—the old tawdry justification for all educational crimes against the young."

MY SCHOOL DAYS.

I.—BY SIR PHILIP MAGNUS, BART.

There may not be many who can look back through the vista of seventy years and are able to describe in any detail their early school work. I have been asked to do so, and the difficulty is less than might be thought. For, as one grows old, it is easier to remember clearly and distinctly much that happened in one's childhood than to recall recent events. At least so I find it.

In the early months of the year 1849, when under seven years of age I was sent by my parents, then living in Berners Street, Oxford Street—a street mainly of private houses—to a preparatory school in Poland Street kept by a Mr. Furian, and known as the "Classical, Commercial, and French Academy." What the fees were I cannot say. The pupils were gathered mostly from the surrounding neighbourhood—the sons of parents of the middle class—a class now rapidly drifting into that above or below. There were some few boarders who lived with the headmaster. The school was held in one large room fitted with desks and barriers dividing the pupils, about 120 in number, into four separate forms. What I was taught in my first year I can only imperfectly remember; but I think it was limited to lessons from a spelling book, in which the meanings of the words were given; to the multiplication table, very simple sums, and reading aloud. The full course of study comprised Latin and French, English history and geography, reading, writing, and arithmetic. Neither elementary science nor drawing was included in the curriculum, which otherwise was fairly complete. At what period in the course I began to learn Latin and French, taught to all the pupils, I cannot say; it must have been very early. It is, however, in the difference of method then and now, rather than in the subjects taught, that these notes have any educational interest.

The teachers, who were expected to have some knowledge of the subjects to be taught, had evidently received no special training in pedagogy, none was needed. Their duties were simple. They were required only to hear their pupils correctly repeat portions of different text-books set to be learnt by heart in school or at home. Indeed, homework certainly occupied too much of our leisure. Our lessons in Latin and French included the entire accidence, of which page by page was committed to memory, but they did not carry us further. What we learnt, however, we learnt thoroughly. I can repeat now, possibly with some omissions, whole columns of irregular Latin verbs, arranged alphabetically under the different conjugations, and lists of adjectives with irregular comparatives and superlatives, as well as the dates of the accession to the throne and death of the kings and queens of England from William the Conqueror to William the Fourth. Our lessons in French were on similar lines, but included translation of easy passages into English, and the learning of a number of familiar phrases, useful in general conversation, as I found on my first visit to Paris in the year 1855.

Arithmetic was so taught as to enable us to work out, according to rule, a large number of examples from the several sections of "Keith's Arithmetic," which we used as a text-book. These we worked on slates in school

hours. The results were shown to our teachers, and failure, after due trial to obtain correct results, was followed by swift punishment. The method of teaching made no direct appeal to the reasoning faculty of the pupil, but, crude as it was, it served its purpose. At a comparatively young age I was able to work correctly difficult examples in "practice," in "compound interest," in "vulgar and decimal fractions"—an ability which later on proved very serviceable in competition with older boys, who had been taught by other methods.

Before leaving the school I had read and knew the contents of Goldsmith's "History of England," and had gained some knowledge of geography, as learnt from my text-book and from the use of a terrestrial globe on which, among other exercises, we were required to locate cities, rivers, mountain ranges, etc.

There was no playground attached to the school, nor had we access to any playing field for cricket or other games. We had lessons in dancing—a much more varied exercise seventy years ago than now—supplemented by calisthenic drill, which helped to develop strength of muscle and flexibility of limb.

Discipline was enforced by corporal punishment, restricted to strokes of the cane on the hand by the headmaster only. Diligence and good conduct were encouraged by the offer of prizes on the results of the year's work. There were no examinations. At the close of the season three or four prizes were awarded to each Form. The manner of distribution was original and gave great satisfaction to the pupils. Those who had gained prizes were separately admitted into a private room, where some few dozen new books on a great variety of subjects—sent probably for purchase or return, by the school bookseller—were displayed on a table, from which the prize-winner was invited to select the volume he preferred. I possess now a printed list of the prize-winners in each of the four classes for the year 1853, on which my name and that of my elder brother in a higher class are entered. The selected books so awarded compare very favourably, as adapted to the ages of the recipients, with those subsequently presented to me from the platform of the Botanical Theatre of University College at the public distribution of the College School.

I left the school before my twelfth birthday in the year 1854, to enter University College School, then in Gower Street. It was a great change. Two of my school-fellows went to Harrow. Others, after further education here or abroad, were found in business or professional work. The only comment I can offer on the system of instruction is that it encouraged and created a habit of steady work, and to that extent influenced character, and filled the mind with a certain amount of knowledge useful as a foundation for further education. It failed to develop observation or to encourage reasoning. How far the instruction provided can be considered as in any sense educational or comparable in value with that of modern schools of the same grade, I must leave the reader to determine.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

II.—GENERAL CONSIDERATIONS.

MY DEAR W.

The one thing I cannot withstand is temptation, as somebody or other said. I will therefore at once accept your invitation to give you general advice right away. The most important thing a Head Master has to decide at the outset is, what attitude he is to adopt towards his staff. My advice on this point is, crudely put, keep your distance. You have a "genius for friendship," as the phrase goes. Do not indulge it too freely. You cannot help being courteous and accessible to all. By all means be friendly with your assistant masters, but do not admit them to *equal* friendship. This is a hard saying, I admit, but there is the experience of all who have ever been in chief command behind it, whether it is in education or anything else. And you are in chief command. I am all in favour of the fullest, free-est consultation, and of extensive delegation of authority, but the ultimate responsibility for all decisions and for all the acts of those to whom you delegate authority rests upon you. You will have to order, prohibit, praise, blame. If you are (or have been) on terms of equal friendship with those to whom you have to give positive or negative commands, praise or blame, human nature being what it is, there is apt to be resentment—that is why the appointment of an assistant master to the head mastership of the school in which he is serving is nearly always a mistake. I do not, of course, mean that you should withdraw to an Olympian seclusion, but you must observe a certain distance. You will be lonely, but that is one of the inevitable penalties of chief command. The compensation is a far easier and far less resented exercise of the authority which you must exercise unless you intend to be only nominally Head Master.

There are also some important questions with regard to parents which you must decide at the outset. The inhabitants of ——— are a hospitable folk, and you are sure to receive invitations to social functions from the parents of your boys. Are you going to accept them? I have always made it a rule not to accept any invitation to the home of any pupil while he is at school. I came to this decision from no snobbish reason—you know me too well, I am sure, to suspect anything of the kind. What decided me was the experience of —, of — School. Just after I had been appointed to my first Head Mastership and before I had taken up my duties, he told me that he had been charged with accepting only the invitations of his well-to-do parents. As a matter of fact, it was in a sense true. He was a gregarious soul, and glad to accept all social invitations in the small town in which his school was situated. But the poorer parents never gave any functions to which they felt they could ask so important a person as the Head Master of their Grammar School, and the result was that actually he only went to the houses of the richer parents. Some malicious parent with whom he had quarrelled (he was rather a quarrelsome man) spread this accusation against him in the town. I thought the whole thing out after I heard this experience

—I had not considered it at all before—and came to the prudential decision which I have written above. On the whole, I think it was wise.

Old —, of —, gave me a different reason for adopting, some years after he became Head Master, the same decision. He was, above all, an inflexible disciplinarian. He was a bachelor, and developed into a woman-hater. He contended that if you were on social terms with the parents of your pupils, they would, especially the mothers, take some liberty with you which they would not otherwise have ventured on. They would, for example, ask for some inconvenient favour, such as leave of absence for a trivial reason, or even keep their boys away from school without asking leave. You are then in an awkward dilemma. Either you have to relax your rules (there was nothing which he loathed so much) or take the usual steps. The latter course causes much more unpleasantness if you are on social terms than if your relations are purely official. He therefore laid down the law with much emphasis—nothing but official relations with parents.

Yours, T.

MY DEAR W.

T. has laid down the law pretty strictly about keeping your distance with the parents and staff. I suppose this is a question of temperament. Familiarity may breed either respect or contempt. Personally, I believe that, since service is the motto of the educator, he must do all he can to make his service as human and sympathetic as possible. It is on general principles right for him to give favours, rather than set himself to receive them. T. suggests he should never accept the hospitality of the parents of his pupils. But he can get to know the parents without receiving their hospitality. After all, in this case the Mountain can come to Mahomed. Parents can come to the School.

One of the most useful plans is to arrange to be at school in the evening at regular intervals. If one is an urban head master he will find that the opportunity this affords for the fathers and mothers of his boys to visit him is one which they will gladly accept. He will, one finds, not be worried unnecessarily by offers of presents. I was only once offered a box of cigars by a parent. But this was before the war. These particular Greeks are not of the *dona ferentes* kind. But he will be surprised at the sacrifices which ordinary men and women in poor circumstances are willing to make for the sake of their children. He may find widows rather a nuisance, as did Mr. Weller, senior. They have a passion for taking advice, and the minister, the bank manager, and the school master are their first victims. The widow is an adept in protective mimicry and takes the colour of her environment so readily that you may think her enthusiasm for education while discussing John's future with you is a real one. But she'll take John away without notice and without hesitation if the bank manager finds

him a job. It will be another case of a "chance of a life time," and "just after seeing you I saw Mr. X. and he advised me to, etc., etc."

You had better read Mr. Gurner's "Day Boy." It is wonderfully true to life. Mr. and Mrs. Strang have often called on me and discussed what was to happen to James. Secondary Schools like Stockham, with their hopes and fears, their joys and sorrows, their opportunities for the ladso' pairts are to be found all over the country, and the Highway for the People is being made by them. So when the janitor in uniform knocks at your door and ushers into your study "Mr. and Mrs. Strang," and you shake hands with them and ask them to sit down at seats near your desk, and say "I suppose you come to see me about James?" you will notice a glow of pride on their faces, and what you say will be received so thankfully and so reverentially that there is danger of your regarding yourself as a very superior person indeed—almost a minor prophet! That is until you discover that the one who has *really* influenced James in his desire for University education is a Mr. Harcourt, an assistant master, your colleague! Yours, B.

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

June, 1849.

THE CHARTER OF THE COLLEGE OF PRECEPTORS.

From a letter to the Editor.

"The hearty thanks of the public in general, and of the scholastic community in particular, are due to yourself, and the other indefatigable friends of the schoolmaster and of education, to whose efforts the College of Preceptors owes its Charter of Incorporation. We have now an acknowledgment, on the part of the highest authority in the realm, of the trustworthiness of our Society, and of the importance of its objects. The public recognition of an organised body of schoolmasters is an important event in the history of education in this country; and the confidence and power now, for the first time, reposed in them, argues well for the improved tone of public feeling towards the educator. There is now hope that the teacher's proper position in the scale of Society will be eventually admitted."

From the Report of a Speech by the Bishop of London.

"In the course of his speech the Right Rev. Prelate said that he had long been anxious to promote, by all means in his power, the condition of the schoolmaster, who, he believed, held a position little inferior, if inferior at all, to that of the parochial minister. He believed that by elevating the schoolmaster in public estimation they elevated the Church."

From an advertisement.

"To-day is published, price 2s., or free by post, 2s. 6d., 'The Science of Life; or How to Live and What to Live For'; with ample rules for diet, regimen, and self-management: together with its instructions for securing perfect health, longevity, and that sterling state of happiness only attainable through the judicious observance of a well-regulated course of life.—By a Physician."

GLEANINGS.

Neglected Items (from "A Human Boy's Diary").

"I had had a row with Mr. Fitzgerald over the tributaries of the Rhone, and I told Willoughby that I had got properly to hate the Rhone and its tributaries, and that if ever I grew up and went for foreign travels, I'd take jolly good care to give the Rhone a miss. He said: 'Just like Fitz. That man teaches in such a footling way that he makes you hate the subject; and if he taught religion he'd made you hate Heaven just as much as the other place. And it's the same with geography and everything Fitz touches. And it's all rot and all wrong anyway. Why don't they teach things that matter? There's a river far nearer and far more interesting than the Rhone, and far more important too.'

"'The Thames,' I said.

"'Not at all,' he answered, 'The river of your own blood, that flows all over your carcase day and night through your heart. Why don't they teach us about that? Because they don't know anything about it themselves. Here are our blessed bodies, young Medland, bursting with interest. Why can't they teach us about 'em? They're the only bodies we shall every have—tons more important than geography.'"

Ackworth School in 1822 (from "Frederick Andrews, of Ackworth.")

"Bathing was a desperate business in an open bath at six o'clock in the morning. John Bright, a scholar, in 1822, said the water was as cold as from a spring, and he could not describe the terror which seized and afflicted him when he had to undertake the inevitable plunge. At 7 a.m. both girls and boys indulged in a weird compulsory rite. They stood in their allotted locations and each was supplied with a draught of water. Then an amazing sound arose as one hundred and eighty boys and one hundred and twenty girls at the word of command threw back their heads and gargled simultaneously."

Official Letters (from "Bone Black," the Board of Trade Staff Magazine.)

"There is no inherent reason why an official composition should ever leave off.

"The chief requisites are that it should be long and colourless. Whereas, therefore, what you want to say could generally be expressed in two sentences, you must take care that you cover at least two pages; otherwise how would one know that the department 'had given its serious consideration' to an important question?

"The use of phrases such as *inter alia* or *ex hypothesi* gives a flavour of scholarship.

"Be as abstract as possible, never hurry to a conclusion, and treat any subject whatever in exactly the same tone.

"It is probable that the perfect official letter could be used indiscriminately to reply to anybody on any subject, and the bulk of a letter on coal conservation be used as the framework for one on the incidence of the capital levy in Czecho-Slovakia on British subjects."

STORIES FROM OVID.

VENUS AND ADONIS.

(Metamorphoses x, 525-716.)

From the story of Venus and Adonis in Ovid, artfully blended with another of his tales, Shakespeare took the framework of his poem. How lavishly he embroidered on his material may be here seen.

One day as Cupid Venus kissed, his dart
Unwitting grazed her breast. She felt the smart
And pushed her son away ; but lo, the sting
Had deeper gone and soon was festering.
Now for Adon she burns and cares no more
For high Cythera nor for Paphos shore,
Nor Cnidos, nor the Amathuntian ore.
The sky she leaves and thinks Adonis heaven
And holds him fast nor can from him be riven.
Once she was wont to dally in the shade
And to enhance her beauty by the aid
Of cunning artifice ; but now to please
Her love she roams mid hills and brakes and trees,
Like Dian girt to knee with white legs bare,
And tarrs the hounds and hunts the flying hare,
The stag with branching antlers and the doe,
And all such beasts as fly before the foe.
But ravening wolves and lions with red maws,
And boars and bears armed with their sharpened
She shuns, and bids Adonis to beware [claws
If haply for her warnings he have care.
" Be bold against the timid : with the brave
" Boldness," she cries, " means danger ; do not crave
A glory which may cost too great a price
And at my risk neglect my fond advice.
Be not too rash, nor hasten to engage
Those beasts that nature arms fierce strife to wage.
Not youth nor beauty nor the charms of love
Avail rough boars' or lions' hearts to move.
Boars in their tusks have all the lightning's fire,
And tawny lions rage with deadly ire.
I fear and hate them both."—The boy asked why ;
And in her turn thus Venus made reply—
" Strange is the legend of that ancient sin,
Yet am I fain the story to begin :
But with the chase I have been weary made ;
See, yonder poplar offers his soft shade,
Come let us rest beneath it."—At the word
Within his arms she sank upon the sword,
And while her head upon his bosom fell
Began with frequent kiss her tale to tell.

(Then follows the story of Atlanta, 560-707).

So Venus warned her lover, ere she sped
Borne on swan chariot from their grassy bed.
But manly spirits ne'er for warnings care :
His hounds had roused a wild boar from his lair,
Swift following on his trail : the boy in haste
Snatched up his spear and the huge monster chased.
One glancing blow he struck as from the wood
The boar broke out, and then no longer stood.
The beast with curved snout shook loose the spear,
Then charged him as he fled in panic fear.
Deep in his groin his tusk he did ensheath,
And on the sand Adonis fell in death.

F. A. WRIGHT.

THE CENTAURS AT OLYMPIA.

By PETER QUENNELL.

Olympia is, at first, not disappointing, but difficult to assemble ; Alpheus is full of frogs, wandering through a thousand muddy intricacies ; the Altis a pine grove and a goat pasture, and Hermes, hidden now in a kind of small potting shed in front of the German museum, is, however beautiful, white and vacant without the coat of paint that he was made for.

The tufted hills flow into one another with an uneven monotony, piebald with scrub and pine ; all round, the rim of the sky is fretted by the black tops of pine trees, and the air is warm and drooping and full of pollen.

Monsters, like clouds, take their shape from the piece of country they come to rest upon, and the nebulous, vapourish mass of supernatural feeling, at first floating free, settles and forms itself a body after the fashion of hills, woods, rivers, and winds about it.

Besides a monster is an attempt to finish and fill up the vacancies and cavities of uncompleted landscape.

So that Olympia, to reconcile her desolate rivers and her speckled hills, and to make intelligible the rhythm of her tumbled sky line, needs a herd of centaurs ; there is broad shallow water to wallow and wade in, hills that are steep and not very high, deep shadow to sleep in, small pine trees to uproot.

The centaurs that come from the pediment of the temple of Zeus are the best ever made ; they have the long narrow ears of horses, flat, thick cheeks that are like the side of a horse's face, and small horse eyes.

They are heavily browed, but their heads are not like the heads of degraded men, or mis-bred horses, but something distinct from man or horse, and, in itself, beautiful.

Not very powerful, but very violent, haling away the Lapith women, one has fallen to his knees in the arm of a wrestling man.

Piercing through, splitting in half the confusion, the knotted, wrenching figures, is Apollo, upright and perfectly simple, his right arm extended straight out from the shoulder, dominating and quelling, the " divine policeman."

Dreams and Reality (from a letter by Professor Berry of Melbourne to the British Medical Journal, December 9th, 1922.)

" Get back to the natural facts of the nervous system. Let medical men who psycho-analyse dreams read their physiology first, and remember that dreams are merely afferent impulses from enteroceptive, proprioceptive, and exteroceptive sources, running riot among the cells of a brain where control has been removed by sleep, and that beyond the fact that a dream is a jumbled-up and disorderly manifestation of previously acquired different impulses, stored up in granular and short association cortical cells, it has no psychological significance whatsoever."



COLLEAGUES.

STORIES OF A GIRLS' SCHOOL. III.—EVE.

Eve is certainly one of the most interesting people I ever met and one of the most charming, when she feels like it. She is a little lazy perhaps, and a multiplicity of interests may distract her from her work, but they help to make her one of the most stimulating teachers we have ever had. She missed her first in the Modern Language Tripos by having too good a time. I believe she has not forgiven herself for that, but the only sign that it still rankles is a pose of belittling the "merely academic" and an implication that she spun her own education out of her inner consciousness. There is a certain amount of justification for that perhaps.

Eve is about thirty and has moved about a good deal. She did valuable war service in Paris for several years and then taught in an important boarding school. I have often thought I should like to meet one—but one would be no use, it would have to be several—of her colleagues there, as she often talks of it, most amusingly, but her accounts vary. Sometimes she gives the impression of having loved it and of finding us frumpy and humdrum in comparison. At other times it appears to have been a stuffy place of stereotyped views, quite incapable of appreciating real originality. But Eve has a temperament and sees things entirely differently from day to day—not merely with a different complexion, but a different form and substance. I believe this is genuine. But she also knows it is genuine and uses it with effect. It is interesting, it startles, and it also lightens responsibility. I have heard her say with an engaging drawl to the protégée of the moment: "My dear child, I may have said that yesterday, but this, chérie, is to-day." It never surprises me, then, to hear Eve utter two apparently irreconcilable statements in succession; it is her curious aptitude for implying them simultaneously which confounds me. She can, for example, convey to a roomful of people that someone, known or unknown, is a very great friend of hers and yet that she (Eve) has far too generous an estimate of her character. It is done in two sentences, but *how*? No depreciatory word or even gesture has been used, yet everyone receives the same impression, apparently by intuition. You may sit there in a cold fury, but what has been said? Nothing. What can be answered? Obviously nothing! Eve's manner is a curious combination of the casual and the intense. She is very striking looking, tall and pale, with dark hair and fine eyes, a trifle too light perhaps for her hair. She has an emphatic trick of half closing them and then shooting them at you wide open. There is, however, a great deal of charm in her manner and conversation—her interests are wide, her language apt and easy, her humour whimsical, and she has the sympathy—superficial or no—to react to a mood and a personality. Her mind is flexible and sensitive, and for this reason probably she finds the newest comer really the most interesting until her exploration is complete. She has too the winning habit of talking to each person as though she had never met anyone whose personality appealed to her so strongly. At other times one must admit that her cool negligence borders on the insulting. Since she came most of the staff have stood a period of siege, and some of temporary possession, and

then, for reasons not stated, the occupying force has passed on. In some cases it was starved out, in one at least the relief was brought by an ally from without, in others the conquerors got tired of their quarters. Latterly they have dug themselves in the open country with one or two towns as bases. Joy was one of those who suffered a short, sharp siege and surrendered, but after a brief occupation, the civilian inhabitants rose and hurled out the invader. Since then she has had to stand a process of distant sniping. These metaphors may be confused, but military terms present themselves naturally, as the whole conduct of Eve's friendships is a matter not so much of love as of war. So at least it seems to the interested but somewhat aloof onlooker. That I escaped was not through merit or any special insight; I was in fact profoundly attracted by Eve's mind, but she made two false moves. She tried in the first place to undermine my friendship with one of the staff, but this was spoilt quite simply because both sides naturally compared notes. The other mistake was that she criticised the H.M. to new mistresses and to some Old Girls, who had been schoolfellows of mine and of course told me. There was not much in it really—"quite intelligent of course, and human too, but after all what can you expect? very much of the old school—a bit musty!"—Impertinence rather than treachery no doubt, but to anyone who had watched her talk to the H.M. with eager and appreciative deference—no!

No doubt it is apparent from this description that I dislike Eve. Yet oddly enough I am the one in our gang who defends her and have been abused on that account. I know she is dangerous, but probably less so since she more or less deserted the staff and turned her attention to the girls, because there she is out in the open. Moreover I do not think she is inherently disloyal, but simply suffers from an irritable ego and a refracting mind. I have said her mind is singularly attractive, but there are traits in her character too—a real admiration for fineness, an occasional childlike candour that seems to belie and atone for all the rest. I distrust her profoundly and dread her influence, but about twice a week I forgive her all that, and occasionally make some remark to her which I should hardly make to anyone else on earth. Probably she ought to be psycho-analysed, and anyway, thank heaven! she is leaving at the end of the year to be assistant sub-editor of an important paper.

THE ANCIENT WORLD, FROM EARLY EGYPT AND BABYLONIA TO THE DECLINE OF ROME: by J. A. Brendon, B.A., F.R.Hist.S. (Blackie. 3s. 6d.)

The story of human development from the Nile and Euphrates to the Tiber, seems to gain rather than to lose in its appeal. This volume traverses once again, clearly and concisely, a familiar story. There is a good Comparative Time Chart, 3500 B.C. to the Battle of Chalons, 450 A.D.; and there are illustrations and maps. An effort has been made to distinguish history from legend by the use of different type; but this distinction between "fact and legend," as described in the preface, is rather doubtfully illustrated by the citations on pages 53 and 59, for example.

Mention is made, at the beginning, of anthropology and of ethnology; and history is claimed as a science. Yet we have it set down that "At first men were simply hunters," and then that a meat diet preceded the eating of "roots and berries." Have Rivers, Elliot, Smith, and Perry worked and written in vain?

R. J.

AT THE PLAY.

BY GERTRUDE VAUGHAN.

"The Farmer's Wife." Eden Phillpotts.

In "The Peasant Speech of Devon" Sarah Hewett, writing from the Wilderness School, Tiverton, thirty years ago, gives the following dreadful-looking "future perfect" tense of a Devonshire verb:

I chell 'ave abin an' gone vur tu du 't.				
Thee shet	"	"	"	"
'E will	"	"	"	"
Us chell	"	"	"	"
Yu chell	"	"	"	"
They will	"	"	"	"

Mr. Eden Phillpotts has been merciful to the non-Devonian playgoer, and no one need miss any of the fun of "The Farmer's Wife," although it is probable that only the Devonian will be able to extract the last ounce of laughter from it. For the Devonshire tongue, and still more the intonation, is something quite itself, and it even differs in some details from itself, Dartmoor not being Exmoor, by a long chalk.

Samuel Sweetland's first wife, Tibby, has been dead, or as he puts it "gathered home," two years and a month when the play opens, and he is considering taking another. "Twas her dying gasp, you may say, although she didn't name no names."

Until the end, however, he is perfectly blind to the fact that the ideal wife is there, in the house, all the time, though she would have been the last to dare to aspire to so "solemn and great an uplifting." Her one desire is for the happiness of the "Master," and when he says "Us will run over the possibles and impossibles, Minta," she goes to the dresser and gets pencil and paper and makes out a list. There is Louisa Windeatt, "strong, hearty, always cheerful, well preserved, a thought too fond of fox-hunting, perhaps . . . she'll do very nice." Then for second string, Thirza Tapper, "Tibby's best friend; well-to-do, and knows what's due to herself, and so nice in her ways as a bantam hen." ("Her villa residence be her god, you know," Minta reminds him, "especially since she built on the bathroom. It's woke a lot of spiritual pride in her, that bathroom, to say it kindly.") And for third, Mary Hearn, the postmistress, a "pillowy" woman; and just one more for luck, Mercy Bassett, a publican's widow to Dawlish, "and thinks a lot of me. So there 'tis. 'Tis almost indecent to see 'em all on one bit of paper, like they foreign heathen, that keeps as many wives as we have eggs for breakfast."

"I've chosen you to sit at my right hand, Louisa," he announces to the hunting widow. "I know that you and me be both out of the common and above the everyday sort. I'm a man that a little child can lead, but a regiment of soldiers couldn't drive. You're properly fortunate, and so am I—so am I. Just a bit of fair give and take you may call it, and if the advantage lies a thought with you, why that's as it should be. 'Tis the joy of the strong to give . . . There's a good bit of poetry hid in me, and you bring it out something wonderful . . ."

Yet all the women—who have to listen to variations of the same tale—refuse! "What be the women made

of, nowadays? exclaims Minta, gazing admiringly at her ideal of a Christian gentleman. At the end, when he is properly cast down, she suggests "that nice woman, Jane Cherry, the huckster's sister," but Sweetland will take only one more risk:

"Listen, Minta. Confession is good for the soul. I have seen all my silly faults very clear of late. Short-tempered and fierce, selfish and headlong, wild to make everybody bend to my will . . . But you be a steadfast glass in which a man may see the truth of himself, if he's minded to . . . what I'm going to say only come over me an hour ago . . . I'm offering myself so humble as a worm . . . My eyes are open and I see that while I was climbing the hedge, the flower was at my feet . . . you're a wonder and I'm a scorn."

"I'll take you, Sweetland . . . 'Tis a solemn and great uplifting. But . . . us know each other's tempers very well—our strength and our weakness—and give and take be the whole art of marriage . . ."

So in the brave "flame-new" party dress that Tibby laid in for a wedding ("and went to wear her heavenly robes afore the day came"), with her hair "decked a trifle more dashing," Minta, sweet, shy, proud, and humble, "blossoms out afore" the assembled family and a selection of the "possibles" who have come to take back their "No."

The strength of the play lies in its characterization and in its rich Devonshire atmosphere. Churdles Ash, farm hand, with his "treasonable" talk: ("There won't be no ices where the rich are going"), his sour views on women-folk ("Poor things, the best of you, compared to us—sly, shifty, and full of craft . . . Marriage is your dreadful business; you be man-eaters and love-hunters at heart, the pack of you"), and his caustic comments on men and things ("Why the Almighty should like for our hedge-clippings to go into His Holy House I can't see") is a feast in himself, and a fine artistic triumph.

Some gems from old Henry Coaker at Thirza Tapper's "spread" must be given: "When do us draw up to the table, souls? Don't draw up? What a funny party! . . . Hav 'e got a bigger cup, my dear? This ban't a dolls' tea-party, be it? When I'm tea drinking, give me a proper cloam cup to hold a pint . . . 'Tis fantastic food! . . . Be there any spirits or cordials, to top up with and steady the victuals? . . . God send 'tis a funny song! You want a good laugh after a good guzzle."

Good Devonshire this, pure and unadulterated! Mr. Valiant Dunnybrig, the Smerdon family, the love affairs of Sweetland's two "maidens," are all in the picture, and if you have Devonshire blood in your veins you will want to see the play not once but many times.

And each time you see it you will hope that Sweetland is as good as his word: "I may even rise up to be able to be good enough for such a gracious woman," as dear Araminta Dench, whose charm and graciousness grow as the play develops, till you wonder how he could have been such a zany as to make such a stirredge about it all!

MUSIC.

NOTES ON RECORDS—VI.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

BEETHOVEN ROMANCE IN G FOR VIOLIN SOLO AND ORCHESTRA. (COLUMBIA L. 1340).

In great music of smaller proportions Beethoven's two Romances for violin take a foremost place, not only among those whose knowledge of music is considerable but also among those whose knowledge is practically a minus quantity.

The title "Romance" conveys an idea of the characteristics of the music. In everyday language the word implies something which is fanciful, charming, somewhat mystic, and in which one gives play to one's powers of imagination and idealisation. In music it implies a composition more or less full of sentiment and tender expression, one that stirs our thoughts and feelings, and generally it is of short length. Such music speaks to the heart of each one of us with a purely personal intimacy, and with a message that cannot be put into words.

The principal theme of the Romance (in the key of G) is divided into two parts, each of which is given out by the solo violin alone with double stopping (*i.e.*, playing two notes at the same time) and immediately repeated by the orchestra. When the orchestra is repeating the latter half notice the pizzicato violin. A codetta (a little coda) completes the theme—notice its distinctive figure.

The second section consists of a contrasted theme (in the keys of G and D) altogether different in character from the previous one. Notice the points of imitation between the solo instrument and the orchestra. It ends with reminiscences of the figure of the codetta to which attention has been drawn, and we then return to the principal theme, which is this time varied by the lower part of the double stopping having two notes to each one of the upper part.

The second side of the record begins with the codetta, completing the principal theme, and then we have another new and contrasted theme which consists of two sentences, each of which is repeated and varied in the repetition by appearing in running notes. This section ends with a downward diatonic scale (a passage of successive notes proceeding chiefly by whole steps) followed by an upward chromatic scale (chromatic, proceeding entirely by half-steps) and this leads to the principal theme once more. This time the theme is played in the high octave and is varied by not being in double stopping, by being more ornamented, and by having an accompaniment. The coda follows with many little ornamental variations, among which we may note the violin's trill on the upper notes, and the last little passage and its concluding variation.

We have found therefore this Romance to be in rondo form, *viz.*: Principal theme, 1st episode; principal theme, 2nd episode; principal theme, and coda. An episode is a section which appears only once: the three appearances of the principal theme are separated by

the two different episodes. If there are more episodes, as occasionally is to be found, they will alternate with the principal theme as above. When a piece of music is called a rondo it will generally be found to be sprightly in character: other pieces may have the same form, as in this case, but not the same character.

The rondo form was derived from an obsolete old French dance called a *rondeau*, in which the dancers joined hands, danced round in a ring, and in chorus sang a refrain (the principal theme), the various repetitions of the refrain being separated by solos (the episodes) sung by each dancer in turn. The chorus was called the "*rondeau*," and the solos "*couplets*."

Beethoven was born at Bonn, on the Rhine. He lived during the end of the 18th century and a little more than a quarter of the 19th century. Music owes an enormous debt to him, although many of his works now acknowledged as the greatest masterpieces were regarded by the people of his time as dangerous, if not mad, in their innovations and advances. This must ever be the case: it is happening to-day. Let us be slow to condemn what is new to us, and let us try to understand it before we venture to pass judgment upon it.

Things we have noticed: solo violin, double stopping, orchestra, codetta; points of imitations, diatonic scale, chromatic scale; ornamental variation, rondo form; episode, *rondeau*, couplets, Beethoven.

British Empire Exhibition.—New Education Conference.

Monsieur Jaques-Dalcroze, assisted by Miss Gertrude Ingham and Miss Mona Swann, will give a Public Lecture Demonstration at the British Empire Exhibition, Wembley, on Saturday, July 12th, 1924, at 2-30 p.m. The Demonstrators will be girls from Moira House, Eastbourne, and the work shown will include language eurhythmics. Delegates' tickets, admitting to the Exhibition and to the conference, price 2s. 6d., can be obtained from the Dalcroze Society, 7, Nicholas Lane, London, E.C.4. Orders by post must be accompanied by a stamped and addressed envelope.

The Associated Board of the Royal Academy of Music and the Royal College of Music, for Local Examinations in Music.

Award of Medals.

The following candidates gained the gold and silver medals offered by the Board for the highest and second highest honours marks, respectively, in the final, advanced, and intermediate grades of the Local Centre Examinations in March-April last, the competition being open to all candidates in the British Isles:—
Final Grade Gold Medal: Dorothy V. Manley, Blackburn Centre, pianoforte. Final Grade Silver Medal: Doris E. R. Edwards, Plymouth Centre, pianoforte. Advanced Grade Gold Medal: Evelyn F. Bray, Plymouth Centre, pianoforte. Advanced Grade Silver Medal: Doris M. Nodder, Plymouth Centre, violoncello. Intermediate Grade Gold Medal: Thomas H. Keen, Glasgow Centre, pianoforte. Intermediate Grade Silver Medal: Mary A. E. Perpin, Yeovil Centre, pianoforte.

ART.

Wembley, London, and Paris.

Regarded externally, pedantry would appear to be the keynote of the British Empire Exhibition. It is a collection of good honest concrete buildings : honesty without inspiration. As an attempt to combine construction with amusement it is rather a "lean mix" from the amusement point of view and it is impossible not to compare it with other and more gay erections, such as the White City, or the "Grand Palais." The famous Court of Honour in the Franco-British Exhibition, in spite of its necessary vulgarity, had more spirit and atmosphere than the barrack-like concrete cave dwellings which line so many of Wembley's mud walks. The Burmese building and the walled city certainly lend a momentary enchantment, but for the most part it is impossible not to feel that one has strayed into a model factory town. Inside, of course, is a different story. Curiosity and a little intelligence are the only factors needed to give one a very good time.

In the Palace of Art we feel again the same inclination to compare it with other exhibitions. Room seems to be scarce. That several of the most interesting of our British artists are not exhibiting must, however, be the responsibility of the governing committees. Apparently Mr. Sickert is not represented, nor Duncan Grant, nor Vanessa Bell, nor Bernard Meninsky. There were, of course, no catalogues when I was there (except in the Canadian Section) and the rooms, instead of being named, had what appeared to be algebraic signs over the doors—surds perhaps. The sculpture is curiously presented. Mr. Dobson—possibly not unfitly—is given a place of honour all to himself. We must compliment the sculpture committee both for their generosity and the courage of their convictions. I was not much impressed by the rest of the sculpture. There were far too many table centres from Bond Street. Some of the furniture and pottery is worth seeing. The Canadian section of the pictures is very interesting. A small group, known as "the Seven," are attempting to bring into Canadian art a fresh spirit drawn from their appreciation of Canadian scenery. "September Gale," by Arthur Lismer, is quite a discovery in pictorial cohesion. The two best paintings, however, are by the late James Morrice. "Dieppe Beach" is a low toned painting showing strong French influence.

The London Group has just held its spring show, which was of a tolerably high level. Mr. Sickert, Vanessa Bell, and Duncan Grant were all exhibiting. Mr. Meninsky showed a fine nude, and certain outside exhibitors, notably Mr. Thornton, sent very interesting canvases. The newspaper reporters were hampered again on finding the work on the whole intelligible, affording little chance of accusing the members of insanity.

Visiting Paris during Easter I found shows by Degas, Picasso, and certain lithographs by Matisse.

The Picassos at Rosenburg were mostly very classical works in a certain use of the word. For the most part they resembled pen drawings on a large scale with a little colour loosely disposed. Others were very solidly painted. Matisse continues to astound us with his wonderful discoveries of the relationship of forms.

RUPERT LEE.

THE MEANING OF EURHYTHMICS.

At the New Education Conference at Wembley on Friday, May 9th, Professor J. J. Findlay spoke on Dalcroze Eurhythmics. In the course of his address Professor Findlay said :

The original title *Rhythmical Gymnastics* given by M. Dalcroze to his system of eurhythmics shows that it is concerned with three large problems of art : first, the meaning and function of rhythm ; secondly, the relations of the body, *i.e.*, limbs and trunk, to rhythmic experience ; thirdly, the relations between this gymnastic experience and the rhythms of music.

Rhythm is one of the great needs, like religion or art, that cannot be put into a formula. In popular thought it implies, balance, order, symmetry, but the mechanical arrangement of movements in line, colour, sound, is only the gateway to that inner response of our emotional being which cannot be expressed by language. The principle of unity or harmony between the different sides or aspects of art is very liable to be ignored. We can conceive of movements as operating apart, each in its own realm, and yet the performance of the musician, the painter, the dancer, if maintained in isolation, are imperfect expressions of the artist's power, since his own life is a unity. The same principle leads the artist to seek for social qualities in rhythm : he desires to share his joy with his neighbour ; no doubt during moments of absorption he needs to shut himself up with his art ; these moments are alternated by desires for expansion.

Art was given for that ;

God uses us to help each other so.

Lending our minds out.

Since limbs and trunk function in this united system of body-mind, they play their parts both in the efforts of man to survive, procuring food, keeping well, struggling for existence, and in his desires for rhythm. Hence physical education, which began in Western Europe largely as an aid to health, has become associated more and more with exercises which give joy to the performer and make the physical frame an instrument of fine art. The eurhythmist does not neglect or despise the body, he accepts the counsel of the trainer, but he leads his pupils to fix their attention on rhythmic values, on motion and sound, leaving the stimulus from exercise of muscle and circulation of blood to operate below the threshold of consciousness. It is only people who are ill who ought to think about their bodies while taking exercise. On the other hand the reforms of Dalcroze assist to raise the art of dancing to a higher plane. Other reformers have sought the same end by resorting to antiquity, to the classic models of Greece and Egypt, or to the mediæval patterns of folk dancing. In their place all these have æsthetic value, but M. Dalcroze, being a modern musician, is not content to revive the past.

For he has realised that his pupils have to harmonise their experience, emotional and physical, with the world as it now exists, and since music is so closely bound up in our nature with the movements of our limbs and trunk he insists that these two arts, music and dancing, must be maintained in close association. At the same time he will not deny that each of them makes its separate claim ; the difference in treatment is only one of emphasis.

BLUE BOOK SUMMARY.

Alterations in the Elementary Education Code.

The changes in the Code adumbrated in recent speeches by the President of the Board of Education have now materialised in Statutory Rules and Orders. Amendment No. 1 of 1924 modifies Grant Regulations No. 8, otherwise the "Code," in some important particulars, and incidentally puts an end to more than one acute controversy. And they are interesting as illustrating the tergiversation that changes in the political atmosphere may bring about in the mind of that legal entity called the Board of Education. Take the first item of repeal. In the Code of 1919 appeared for the first time the addendum to Article 8b—*The Authority should consider whether in a school or department with an average attendance of less than 250 it is not practicable to give the head teacher direct charge of a class.* Probably no such innocent looking exhortation has been the subject of so many vigorous resolutions in protest as this. It is now unceremoniously removed from the Code, and nobody will regret the departure. Assured of as hearty a welcome will be the amendment to Article 11a, which goes far towards the removal of recognition of the "Suitable Woman Teacher" in urban as well as rural areas in charge of children under six years of age.

While the supplementary teacher and pupil teacher may still be recognised, these others, "Suitable Women Teachers," may be so recognised only if they were appointed before April 1st, 1924. The codal history of these teachers is not uninteresting. Up to 1904 they appeared as the young persons over eighteen of Article 68. In that year these additional teachers for mixed and girls' schools became the "Supplementary Teachers" of Schedule I—and the term has remained ever since. In 1905 men also might be approved as supplementary—but this approval ceased after 1909. In 1907 women were promised provisional recognition only for such a period as the Board deemed desirable, and after August 1st they were allowed to teach only in infants' schools or the lower classes of rural schools, where the average attendance was below 100; unless they had been previously approved for older classes, when they might retain such posts till 1914. There were no Codes in 1910 or 1911, the 1912 Code made no change, and as there were also no fresh issues of the Code till 1919 the situation remained unaltered till S.R. and O. No. 2005 of October 28th, 1920, which entirely altered the aspect of Schedule I.D. and was incorporated in the new Provisional Code of 1922. This confined their employment to rural schools, though the time limit for others previously recognised was made "until further notice." Now comes the present Amendment No. 1 of 1924, which repeals the old Schedule I.D.8, giving recognition to "supplementary (or suitable women) teachers" for children under six in urban areas, and adds a paragraph to Article 11a in small print in its place: "*Suitable women teachers whose employment to take charge of children under six in certain areas was recognised before April 1st, 1924, may for the present be recognised on the staff,*" as is also laid down in the new (8) of Schedule I.D.

By the time the next Code is revised this somewhat vaguely defined class of teacher, once known as "additional," after as "Article 68," and now for over twenty years as "supplementary" (with its sub-genus "suitable women"), will probably have ceased to exist, at any rate officially. It has already under that name dropped out of the staffing table, in Article 12(a), and they no longer count under 12(d), which is repealed. There is now, by the way, an interesting addition to that table (inspired by a recent circular of the Board (1325)): "This figure (60)[for assistant teachers] is to be regarded as provisional only"; and a mild injunction to Authorities to turn 60 into 50 is added to Article 14.

These, perhaps, are the most immediately important amendments, but the whole Order deserves a careful examination. As was to be expected, an additional note is added to Article 15 extracted from the Service of Teachers Grant Regulations, No. 30 (reviewed here last December) and the last paragraph of Article 16 is considerably extended by a similarly extracted note, and in conformity with some significant alterations in Schedule I.A5, C.5, and E.3. These paragraphs, it will be remembered, provide for the recall, or suspension, of recognition of certificated, uncertificated, and special subject teachers, and their wording implied that this would happen in the case of moral default. The substituted paragraphs are worth noting in full: "Recognition suspended, or its continuance made subject to such conditions or qualifications as the Board may determine, especially in connection with Article 10 (b) of the Code.

The Board will use every available means of informing the teacher of the charges against him, and of giving him an opportunity of explanation." The reference to Article 10 (b) in A.5 and C.5 is surely out of place. Article 10 (b) relates to the recognition of a teacher as a member of a staff, and has nothing whatever to do with moral delinquencies, for which recognition of a status may be recalled or suspended, or implies any "charge" which calls for an explanation.

There is only a light alteration to Article 44, and "school camp" added to paragraph (g), but Article 58 (b), relating to medical inspection, is wholly repealed. In addition to the changes in the Schedules already referred to there are changes in I.E. relating to the qualifying examination for special subjects teachers. Teachers of domestic subjects are now without the guidance of the footnote as to the diplomas recognised by the Board, and paragraphs (a) (b) (g) (1) (1) relating to handicraft instructors are repealed and four new paragraphs take their place. Rules 19 and 23 of Schedule IV are modified and Rules 1 and 2 of Schedule VII. Rule 2 limited the amount of money that might be spent on maintenance allowances. This is now repealed, and an addition to Rule 1 (i) is interesting not only for the permitted increase of these awards, but for its suggestion that the Board is now prepared to sanction the raising of the compulsory school age to 15. "Where the age of obligatory school attendance is raised to 15, the Local Education Authority must, before making any maintenance allowances to children under that age, submit their arrangements in that respect for the Board's approval."

SCHOOLCRAFT.

CHILD CREATORS.

A Teacher's Thoughts on Handwork in School and Out. (Concluded.)

BY ELSIE F. FIELDER.

When we consider the case of the mentally deficient child in the special school, or in the "A" class of an ordinary school, we must realise that we have to choose for him work which will stimulate the working of a dull mind. In order to produce the desired stimulation we must first attract his attention to the work, and then we must see that mere attention deepens into actual interest.

The mentally deficient child is something like a baby ; something like a savage ; his state of development is still crude. We can appeal to him therefore mainly through his senses ; we shall find that bright colour delights him, and we may discover that he responds to simple pronounced rhythm in music. So we shall choose his work with a careful regard to this desire for colour, among other things—not giving crude and hideous colours but the purest and best ; for it is bad for either a baby or a mentally deficient child to have to register harsh colours on his brain ; it is likely to impair his taste in the future, and it will damage his love of beauty in other ways.

Besides taking into account his joy in pure colour the teacher will give the mentally deficient child plenty of work that will bring the blood to the surface of the hand and to the finger-tips that are so "stupid" to start with. For example, brass-headed nails can be hammered into wood to form a pattern. Scope must be given for the use of the big arm muscles : drawing or millboards will help the tiny child ; carpentry or gardening are good for the older boy and girl. Gradually the teacher will encourage the exercise and resultant development of the finger-muscles themselves.

These children have to be taught mainly through the hands—reading and writing should certainly be taught by means of handwork.

The main difference between dealing with the little, undeveloped child and the normal one is that the teacher must have infinitely more patience, because the mentally-deficient will not "originate" for a long time, and the work is monotonous. Yet all the while she must expect great things, or she will certainly never get any farther. The work of these children is in some cases done more carefully and regularly than is the case with the normal and more impulsive child, because the mental-deficient usually concentrates on the act of making, while his more fortunate little neighbour has visions of the result.

Types of handwork specially suitable for mentally-deficients include : clay-modelling ; sand-modelling ; building with bricks ; arm-drawing on brown paper or

millboards ; drawing with coloured chalks ; weaving on simple looms ; sewing in coloured cottons, with large ornamental stitches, and on canvas bags with bast ; brushwork and woodwork—in short anything not too "niggly."

These children are easily discouraged, and if once they realise a failure it is with difficulty that one persuades them to dry their tears and try again.

I wish that Albrecht Dürer's "Hands" were more generally known. Whether they are the hands of the artist's mother or not the world of expression in them can only be fully realised, I think, when one considers the very various interpretations of the picture by young children. Here are a few, as nearly as possible in the children's own language, and reproduced from memory. The children were seven and eight and nine years old : "The hands are all knobbly, and I like them. The person did very hard work, but she must have been kind ; the hands are praying like that because the lady is praying very earnestly for someone." "The hands are very tired and old. They are pointed to heaven, like when *we* pray. They are praying hard." "The hands may belong to an old man who has been doing a lot of work and he has come back to have his tea. They look as if he has just washed. I think he was an old man because you can see the veins and wrinkles. They are very nice nails for a man. It is rather an old drawing because the cuffs (cuffs) look old-fashioned."

It is no mean work to train the hands of the children ; and if we hope to lead a little child towards right development nature directs us to help the small hands to become the ready servants of the mind ; the whole being must be in tune.

And hands that are working are hands that are praying—the real prayer of a creature to his Creator.

Boy Tradesmen for the Army.

In the recent examination of boys for enlistment into the Army for training as tradesmen, no fewer than 240 candidates succeeded in qualifying. The examination comprised papers on English, general knowledge, and mathematics, and a considerable proportion of the candidates obtained well over 60 per cent. of the maximum marks ; some obtained as much as 83 per cent. The successful candidates will be given a three years' course of instruction without expense to their parents, in one or other of some thirty different trades, including armourers, artificers, boilermakers, carpenters and joiners, draughtsmen, electricians, fitters, wireless operators, saddlers, tinsmiths and wheelers. Their pay during training will be 1s. a day rising to 1s. 9d. a day according to progress, and on attaining the age of 18, the pay will range from 3s. to 5s. The next examination will be held on 1st July.

WORK AND GOVERNMENT—IV.

By ROBERT JONES, D.Sc.

The following is the fourth instalment of a series of outline notes of lessons on Work and Government designed for pupils of 14—15 years of age. The series will be completed in following issues.

The world into which a boy or girl steps on leaving school. Some questions.

OCCUPATIONS.

- (1) State or municipal service, direct and indirect.
Chief advantage, security.
- (2) Service under private firms. Chief advantage, possibility (even if small) of winning one of the big prizes. Less security, more sense of adventure.

The form of occupation decides the form of income. Incomes may finally be of these kinds :

- (a) Wages or salary for work.
- (b) Profits, dividends, or rents, from property.

With few exceptions, large incomes and fortunes belong to the (b) class.

POLITICS.

The ordinary citizen's share in government is represented by a vote. Usually he has a choice of three parties (votes given for persons, irrespective of party, are not very effective ; only parties can influence law-making).

Conservative : standing for the "conservation" of classes, customs, beliefs, pretty much as they are, in the main. The most patriotic of the parties.

Liberal : standing for reform, peace, freedom. Originally *laissez faire*, but now (since 1906) accused of being half socialist.

Labour : standing for a replacement, more or less gradual, of competitive, private-enterprise methods of doing the world's work.

A first-class railway compartment, a Pickford's van, and a Post Office van, will broadly represent these three views.

QUESTIONS OF THE DAY.

I. *The Class War*.—Each party contains among its members people of all classes. There are many Conservative working men, and there are people of title in the Labour Party. People's politics depend on three influences :

- (1) Social position and wealth ;
- (2) Education of all kinds, including that of home, friends, and associates.
- (3) Temperament (men of an orderly and accepting kind, and also men of a revolting or rebellious temper, appear in all classes).

Most supporters of the idea of a class war consider that (2) and (3) are small or even negligible influences.

II. *The League of Nations*.—Most people, and all parties are "in favour of a League of Nations," but in different degrees. The main point is that a real working League must lessen the complete independence ("sovereignty") that each Power now claims. This arouses the opposition of what is perhaps the chief driving force of modern peoples, *i.e.*, nationality, or patriotism.

III. *Russia*.—Bolshevism is an attempt to introduce a socialist or partly communist system (1) suddenly, and (2) by force. It has led to a practical boycott of Russia by the Powers. The consequent loss of Russian trade has intensified the present state of unemployment.

IV. *National Finance*.—The chief data (rounded numbers) : yearly need, £1,000,000,000.

Chief items of expenditure :—

- (1) Military expenses, £140,000,000.
- (2) Civil expenses, £320,000,000.
- (3) Interest on debts, £360,000,000.

Chief items of revenue :—

- (a) Direct taxes (chiefly Income Tax and Estate Duties), £400,000,000.
- (b) Indirect taxes (chiefly Customs and Excise), £300,000,000.

The main problem is to increase (a) or (b) ; and (or) to diminish (1), (2), or (3).

The chief solutions offered are these :—

A. The *laissez faire* solution : act cautiously ; make as few changes as possible ; wait for a general revival of trade.

B. The class solutions :

- (i) Protectionist (on the whole) ; increase (b) and reduce (a) and (2).
- (ii) Labour : increase (a) and (2) and reduce (1) and (b).

C. The Capital Levy.

This in effect is a method of increasing (a) by a special tax on the more wealthy individuals (not firms or companies), in order to reduce (3) to half its size.

V. *Direct Action*.—Changes can come—

- (1) Through slow decay of certain customs and beliefs, and the slow growth of others (religious, economic, social.)
- (2) Through alterations in laws.
- (3) Through contest and victory.

"Direct Action" is the result of a belief in (3) rather than (2) in relation to work and wages. It forms part of the teaching of Syndicalism and of Bolshevism. It arose from disappointment at the results of parliamentary action. The working classes, it was declared, had gained little from the Parliamentary vote : they gained more by strikes—direct action.

VI. *The Prime Questions*.—

- (1) What, after all, is work *for* ; what is government *for* ?
- (2) How and in what definite ways do modern methods of work and government secure the results desired (1) ?
- (3) At what cost, and with what losses ?
- (4) Are these costs and losses inevitable ? Are spells of unemployment, for example, inevitable ? If they are curable, what hinders the cure ?
- (5) In what directions are changes possible ?
- (6) What are the hindrances to a peaceful change ?
- (7) What help does history give, in the lessons of changes in the past ?

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DEAR MR. EDITOR,

The latest thing that has come along likely to interest your readers in an easy-going way is a convention of teachers I have just (April 22-24) attended in Vancouver. The association is known as the *British Columbia Teachers' Federation*, and is a remarkably comprehensive body, including teachers of all grades. There tends to be a certain amount of cross-classification, since, in addition to the massive split into elementary and secondary groups, there are sections dealing with the various branches of the school curriculum, to say nothing of the distinction between principals and class-teachers. The important point is that the organisation is made up entirely of teachers, and therefore regards matters from the educational rather than from the administrative point of view.

The two subjects of vital interest appeared to be promotion from the elementary schools to the secondary, and the provision of religious instruction. To begin with, it is interesting to know that the British Columbians always call their elementary schools *Public Schools*, greatly to the satisfaction of Scots people, who do the same at home, and greatly to the confusion of English people, who invariably get mixed up by thinking of schools of the Eton and Winchester type. At present, promotion from the public to the High School is arranged so that the elementary teachers make a list of the pupils that they think are fitted to proceed to the secondary school, and the highest two-thirds of this list are accepted for secondary work without question. The remaining third must submit to an examination, and if successful are then admitted. The teachers object that this method assumes that they (the teachers) are only two-thirds efficient in their work; further, they protest against the sort of examination given, and want a combination of the ordinary examination with some of the newer plans of mental testing. In addition many of the teachers, particularly the High School group, regard the present age—fourteen—as too late to begin the secondary course.

A visitor from the old country is soon aware that the Canadian teachers are much more familiar with the educational conditions in the United States than with those in England. There was a distinct expression of surprise and pleasure among the High School teachers when they learned that at home 11½ or 12 was regarded as the best age at which the transfer should be made from elementary to secondary work.

I am far too familiar with ecclesiastical caloric to enter upon a discussion of any aspect of the problem of religious teaching in schools. But it may be of interest to note in passing that the solution the B.C. teachers appear to favour is the organisation of Sunday Schools, each connected with some religious denomination or other, that would make itself responsible for the efficiency of the instruction. Public opinion would be called upon to make the attendance if not compulsory at least politic on the part of pupils and parents who want to stand well with the community. The teachers, it is held, should be encouraged to take part in Sunday School

work, but only in connection with those of their own faith, and, so far as I could gather, on a clearly professional basis.

Other matters were discussed in a very effective way, and the proceedings reminded me of the very business-like methods of the N.U.T. and other home associations. For myself there was something particularly agreeable in hearing "God Save the King" for the first time in sixteen months, and in seeing behind the chairman a fine, if somewhat gorgeous, portrait of Edward VII. Apart from "God Save the King" the social meetings north of the forty-ninth parallel are more like what takes place south of that parallel than with what takes place in England. One is struck in particular with the tendency to public singing on this side of the Atlantic. The name community-singing was familiar to me before I left England, and I came across some examples of it in educational connections. But I cannot quite picture a general meeting of the N.U.T. beginning by the audience singing "Poor Old Joe." Probably the example of the Rotarians, Lions, Kiwanis, and other groups founded in the interest of good-fellowship, have had something to do with this spread of community singing. But to an outsider it does sound a little incongruous, particularly when the nature of the words is taken into account. I quote *verbatim* from the multifolded sheets from which the audience sang at one of the biggest of the public meetings:

Oh, the night was dark and dreary,
The air was full of sleet,
The old man stood out in the storm
His shoes were full of feet.

Chorus:

Oh, it ain't gonna rain no mo'
It ain't gonna rain no mo'
But how in the world can the old folks tell,
It ain't gonna rain no mo'?

This did not seem to me an especially appropriate introduction to my address on "Present Educational Conditions in the Old Country," but once the steam of the audience had been worked off, the teachers settled down into ideal listeners.

Readers must not make the mistake of thinking that the B.C. teachers are frivolous; very much the contrary, as a certain school board found to its cost. For the teachers, when threatened with really serious injustice, first of all did everything that was humanly possible to secure a settlement and then went on strike. It lasted only a week, in fact purists say that it lasted actually only three days, and the teachers won all along the line: for the excellent reasons that they had right on their side, were moderate in their demands, and had under the skilful guidance of a specially capable secretary educated the public to a full understanding of the position.

One of the most pleasing of the meetings was devoted to the report of an exchange Canadian teacher on her experiences during her year's work in London. It did one's heart good to hear her enthusiastic statement and the applause with which it was received.

Yours, JOHN ADAMS.

COMPETITIONS.

JUNE COMPETITIONS.

I. For competitors of any age :

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for

Seven " Dont's " for Devoted Parents.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

A Story of a Kind-hearted Giant.

APRIL RESULTS.

I. *Six Cheerful Quotations for a Disgruntled Teacher.*

This competition attracted many readers and their selections provided a difficult task for the judges. They found most satisfaction in the one submitted by :

MRS. CHANNON, ETON COLLEGE, WINDSOR,

to whom the First Prize of ONE GUINEA is awarded, with special appreciation of the charming ambiguity of her final grain of comfort : " I shall not pass by this way again."

The Second Prize of HALF A GUINEA goes to :
MR. C. N. W. MORRIS, CRAWLEY HILL, EAST WELLOW,
NEAR ROMSEY.

II. *A Drawing of a Cat.*

A most varied quality was the chief feature of the efforts in this competition. None was quite worthy of the first prize, and it is thought that justice will be done if the total of the prizes is divided between four competitors, thus :

FOUR SHILLINGS each to :

MARY BLOWFIELD (11), Reddiford, Pinner,
MARGARET HARVEY (13), C.C. School, Ludgvan, Cornwall.
BETTY BARTLETT (15), Convent of the Assumption,
Ramsgate.

THREE SHILLINGS to :

PERCY CARTER (14½), Proprietary School, Gravesend.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of July, and the results will be published in our August number.

ACROSTICS.

Double Acrostic—No. 5. (First of Second Series.)

This is easy enough, but yet you will find
You'll get what's a symptom of overworked mind.

1. A doctor's daughter—plainly she
Could ne'er have had a malady.
2. Forcible, impressive would appear ;
(The word required contains head-gear.)
3. Proceed with care ; but even then
A hidden trap will claim your pen.
4. A lair and weight
Will serve to slate.

Solution of No. 4.

1, TaB ; 2, OvahererO ; 3, HacH ; 4, UmpsimU.

NOTES : 1, Tabitha = Gazelle ; Itha = half ithagine, a game bird ;
2, Anagram of Over. A hero race of West American
Indians whose name means " Men of Joy " ; 3, Hacho,
King of Lapland, mentioned in Johnson's *Idler*, No.
96 ; 4, Mumpsimus.

ANNOUNCEMENT.—The following is a provisional list of prize winners in the series now just concluded : TUTA, 29 points (maximum) ; ENOS, JASMIN, PECL, PERKY, SLUGO, 28 points each. Anyone else claiming a score of not less than 28 points should communicate with the Acrostic Editor not later than the 10th June.

Prize winners will be ineligible for the present series.

RULES FOR ACROSTIC COMPETITION.

1.—Solutions must be addressed to the ACROSTIC EDITOR, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

2.—Prizes to the amount of Five Guineas will be awarded for each series to competitors gaining the most marks. One point will be given for each light and for each upright correctly solved. A series consists of four acrostics.

3.—Competitors should send their names and addresses as well as their pseudonyms with the first solution, after which the pseudonym alone will be sufficient.

4.—Only one answer may be sent for each light. Solutions which differ from the published answer will, if considered of equal merit, be accepted.

5.—The solution of every light must be one word, and must not consist of the uprights alone. Indication will be given if a word is curtailed or reversed.

6.—Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

7.—The Editor's decision is final.

EXERCISES ON ORDNANCE MAPS : C. H. Cox. (G. Bell and Sons. 1s. 9d.)

This book will be useful to geography teachers who give prominence in their schemes to practical work with maps, and more so to those trying individual work on the Dalton or other methods. The exercises and questions are stimulating and suggestive, and may well serve as models for those teachers who prefer, like the reviewer, to use maps first of their own home area and then of areas that are being studied for purposes other than that of map reading. E.Y.

ASSOCIATION NEWS.

The Teachers Council.

At the meeting of the Council on Friday, May 16, it was announced that the total of applications for full registration was 74,906. Applications are also being received for admission to the List of Associate Teachers. During the next few weeks the students of all Training Colleges will be asked to apply for admission to this list and to proceed, when qualified, through the further stage of Provisional Registration to Registration proper.

The Council's policy on the matter of professional conduct is now formulated, and it will be adopted after consultation with the Board of Education. It is hoped that the Council and the Board will be able to co-operate where teachers in State schools are concerned.

The election of the Council to serve during the triennial period 1924-1927 is now proceeding, and will be completed at the July meeting of the Council.

Association of Headmistresses.

The Jubilee Conference of the Headmistresses' Association will be held at the County Secondary School, Putney, by the kind invitation of the headmistress, Miss Fanner, on Friday and Saturday, June 13 and 14. Miss F. R. Gray, M.A., J.P., of St. Paul's Girls' School, will preside, and the representatives will be welcomed on behalf of the L.C.C. Education Committee by Mr. G. H. Gater, Chief Education Officer, and on Friday afternoon they will be entertained to tea at the County Hall by Mrs. Wilton Phipps before proceeding to the Temple Church for the annual Conference Service.

Headmasters' Association.

The I.A.H.M. is displaying great activity just now. Representatives are discussing with the Federation of British Industries the question of preparing secondary school boys for industrial and commercial work. With the Medical Officers of Schools the Association is trying to arrive at an answer to the query: "What is the ideal classroom?" and within its own borders it is considering the possible competition of "central schools." The proceedings of the Burnham Committees continue to engage its close attention in co-operation with the other associations of secondary school teachers and with the N.U.T.

Teachers of Domestic Subjects.

Under pleasant conditions the Association of Teachers of Domestic Subjects held its Annual Conference on Saturday, May 17th, at the Grocers' Hall. Mrs. Wintringham, M.P., presided over a large gathering of representatives, and spoke of the importance of domestic subjects in school work, saying that they might fittingly be taught to boys as well as girls. Sir Robert Armstrong-Jones, F.R.C.P., gave an address on "Fatigue and How to Avoid It," urging his hearers to cultivate outdoor pursuits, to attend conferences, to read books and to hear music. Embroidery was a sedative pastime and might be recommended to men.

In the afternoon Professor Winifred Cullis gave an address on the ductless glands, explaining their importance in the economy of the body and saying that a knowledge of bodily processes should be given to all children before they left school.

The Polytechnic, Regent Street, W.1.

The Polytechnic School of Speech Training and Dramatic Art, the head of which is Miss Louie Bagley, has been approved by the University of London in connection with the training course for the recently instituted Diploma in Dramatic Art. Particulars of the course may be obtained from the Director of Education, The Polytechnic, Regent Street, W.1.

SCIENCE PROGRESS: A Quarterly Review of Scientific Thought, Work, and Affairs. No. 72. April, 1924. (John Murray, London. pp. 517-680 and Index to Vol. XVIII. 6s. net.)

This number contains the usual features, but the articles are more of biological interest than is generally the case. Correspondence with respect to Kammerer's work is still maintained, and there is an interesting letter illustrating official hindrances to sanitary work in India. Reference should also be made to an essay on "The Penalties of Research," by W. G. King. C.I.E. T. S. P.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Burnham Committees met on Friday, 16th May, and they are to meet again. The expected disruption has not taken place and this is all to the good. It would be idle, however, to disregard the fact that, in the present mood of the local authorities' panel as disclosed by the published decisions of the County Councils Association, the situation is giving cause for much anxiety. The County Councils demand a reduction on present payments. They also ask for a lengthening of the women's scale by a reduction of the annual increments. These are demands which will be resisted by the Union's representatives. They cut across the N.U.T. policy as announced at Scarborough, viz., the maintenance of the Burnham standard scales and the retention of the four-fifths ratio between the men's and women's scales. It is an open secret that the Board of Education wishes the committees to continue their work. Also, Lord Burnham is naturally anxious that a work so intimately associated with his name shall proceed to a successful finish.

The teachers' position is a strong one. They argue—secondary, primary and technical—that when the standard scales were formulated it was agreed on both sides they should be fixed without regard to the cost of living, and undoubtedly they were so fixed. Since the scales were made the condition of the country has improved and at present the agitation among workers generally is insistent for an *increased* wage. They further state the better remuneration now obtaining has enabled them to turn their attention to educational developments rather than to focus it on salaries.

In this connection it is specially noteworthy that "salaries" were barely mentioned at the Easter conference. The Union also urges that better pay has secured for the teacher more self-respect and has attracted more entrants to the profession. This is true, and it is significant that the mere talk of reduction is already having its effect on supply.

The passing of the new Pensions Bill through the House of Commons secures to the Government the teachers' five per cent. contribution to the national exchequer for a further period of two years. The Union did not oppose the Bill because in the absence of this continuing Bill a principal measure would have been rushed through Parliament with no opportunity for amending it in accordance with teachers' wishes. Also, as the Emmot report recommends a 2½ per cent. contribution from the local education authorities, it would not have helped the teachers' salaries business if a bill embodying this had been under consideration at the same time as the Burnham Committees were sitting. The support of the Bill by the Educational Institute of Scotland is not surprising. The local authorities in that part of the kingdom have been contributors to the teachers' pension fund for many years.

The new General Secretary of the N.U.T. has made an excellent start. He was chosen by the Executive to be the teachers' spokesman on the Burnham Committee and did so well at the recent meeting as to receive special congratulations from the teachers' panel. In other directions, too, Mr. Goldstone is establishing his position. At present he is in great request as a speaker, and has accepted engagements to address meetings in many parts of the country.

The Union took steps at a special meeting of the Executive on 17th May to offer strenuous opposition to that clause of the Unemployment Insurance Bill which provides for the payment of unemployed benefit to children between the ages of fourteen and sixteen. The Executive recognise such payment will be an inducement to parents to withdraw their children from school at the earliest possible moment. They take the view the Government would be using the money to better purpose by instituting maintenance grants for over-age children remaining in the schools.

The question of opening negotiations with the Secondary Teachers' Associations to explore the possibilities of federation was before the N.U.T. Executive at its first meeting after the Easter conference. A committee was appointed to consider the matter. Conversations between the Union and the I.A.A.M. had taken place with reference to the position of dual membership of these organisations even before Easter. It is recognised there is need of greater unity in the teaching profession. How to secure it is the pressing problem.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

London University.

The Earl of Rosebery has given £5,000 towards a fund for the establishment of a sports ground.

The Report of the Principal Officer on the work of the University during 1923-24 shows that in 1923 the total number of candidates for all examinations was 31,723, as against 11,920 in 1913. Of these 3,357 were candidates for degrees, 2,080 being internal students and 1,277 external. There are now 8,865 internal students of the University. Referring to the need for a University Sports Ground the Principal Officer says: "The University has as yet no place where she may pit her accumulated forces against friendly rivals." A football team with the "accumulated" forces of nearly nine thousand students will demand space for manoeuvre.

A University College for the Gold Coast.

The British Government has agreed to the scheme inaugurated by the Governor of the Gold Coast for the building of a University College on the Gold Coast, to afford facilities for the education of Africans desiring to enter any profession, without the necessity of going to a European University. Mr. A. G. Fraser, Principal of Trinity College, Kandy, has accepted the post of Principal at Accra, and leaves for the Gold Coast in September.

University Activity in Lithuania.

The University of Lithuania, at Kovno (Kaunas), which has recently celebrated the second anniversary of its foundation, is showing steady growth, already a number of its students having graduated. Various of the professors have written useful textbooks treating of their respective specialities, while some of the faculties publish their own organs. The fortieth anniversary of the Ausra movement has also been celebrated; "Ausra" is the name of the periodical secretly printed in Germany, and smuggled into Lithuania from Memel, under the Tsarist régime.

Kaunas University has also taken part in various educational work in connection with institutions of other countries. It has received many presents of books, and its library has now over 25,000 volumes. It has sixteen students' organisations registered with it, and is considering the addition to the present University building of a third storey and a new wing.

British and American Universities.

At the seventh annual dinner of the British Division of the American University Union, held at University College, Gower Street, Mr. L. L. Tweedy (Princeton) presided.

Dr. C. A. Duniway, director of the Union, speaking on "The International Aspects of Education," said that at the present time there were about 450 American students in British universities. In the universities of the United States there were more foreign students than in the universities of any other country in the world. Internationalism was not taking the place of nationalism; but that movement among the students of the world was enabling them to understand each other better.

League of Nations and Inter-University Plans.

Considerable progress has been made by the League of Nations Committee on Intellectual Co-operation, two Sub-Committees of which have been meeting in Brussels.

The Sub-Committee on Inter-University relations, under the chairmanship of Professor Gilbert Murray, considered, among other questions, the proposals of the Spanish Government for the establishment of an international university. It was felt, however, that it would not be possible at present to set up an official international university although steps might be taken immediately to encourage co-operation between universities by exchanges of professors and students. The Sub-Committee is therefore taking steps to encourage employment of foreign professors in universities and to give wider publicity to those facilities which already exist for students of foreign universities.

The Sub-Committee dealt also with a number of problems concerning the recognition in all countries of university degrees and certificates, and it suggested that States and universities should publish regularly a list of the equivalent degrees and certificates that they recognise, so that these lists may be exchanged through the International Office of University Information.

PERSONAL NOTES.

Mr. Douglas Gordon Miller.

Mr. D. G. Miller, at present Rector of Aberdeen Grammar School, has been appointed High Master of Manchester Grammar School, in succession to Mr. J. L. Paton. Mr. D. G. Miller is 42 years old, was in the Oxford Rugby team, and was in the Scottish International team from 1905 to 1911. He went from Fettes College, Edinburgh, to Merton College, Oxford, and holds the teaching diploma of Manchester University. He has held posts previously at the Royal Naval College, Dartmouth, at Christ College, Brecon; at Uppingham, and at Kelvinside Academy, Glasgow.

Mr. G. E. Buckle.

It is announced that Mr. G. E. Buckle will shortly retire from the post of Master of Method in Borough Road Training College, Isleworth. Mr. Buckle entered the College as a student about 48 years ago and after a distinguished career was appointed tutor. Later he succeeded the late J. Gladman as Master of Method and Head of the Practising School. Himself a consummately able teacher, Mr. Buckle has instructed upwards of 2,500 students, not a few of whom are now playing an important part in educational work.

Miss M. E. Robertson.

The Council of St. Hugh's College, Oxford, has invited Miss M. E. Robertson to act as temporary Principal until a permanent appointment is made. Miss Robertson retired a few years ago from the post of Headmistress of Christ's Hospital School for Girls, Hertford. She is an ex-President of the Headmistresses' Association, a body which she represented on the Teachers Registration Council. In 1889 Miss Robertson gained a first class in the Mediæval and Modern Languages Tripos. She is an Associate of Newnham College.

Sir Harry Reichel.

The Governors of the University College of North Wales, Bangor, have requested Sir Harry Reichel to continue to act as Principal for a further period of two years. He has held the post for 40 years and was to have retired in the autumn.

Miss Katherine Mary Westaway.

Miss K. M. Westaway has been appointed headmistress of Bedford High School, where she was formerly a pupil. She is at present Staff Lecturer in Classics at the Royal Holloway College.

Miss Maude Clarke.

Miss Maude Clarke, resident History Tutor at Somerville College, Oxford, while on a visit to Greece, was thrown from a mule cart at Delphi, and injured. Her brother, Mr. Stewart Clarke, a research Fellow of Exeter College, Oxford, was drowned a few days previously at the Island of Salamis while engaged in research work.

Spanish on the Gramophone.

Dear Sir,—As I know that your readers are interested in new educational developments, will you allow me to call their attention to the use which we are proposing to make of the gramophone at our annual Summer School of Spanish (advertised in your columns this month), to be held at the University of Liverpool for the fifth year in succession, from July 30th to August 15th.

The basis of the instruction to be given is a course of practical Spanish phonetics with exercises consisting of the recitation in small conversation sets under the guidance of a native teacher, of graduated passages from Spanish literature. For an hour and a half daily a gramophone (His Master's Voice) will reproduce these same passages as rendered by Ricardo Calvo and other eminent elocutionists, thus enabling members of the School to study Spanish accent and intonation under exceptional circumstances. The text of each of the extracts recited will be in the hands of all who listen.

At another hour of the day, more difficult passages will be rendered by other Spanish artists, these being heard "unseen." Finally, an insight into Spanish music such as could hardly be obtained in any other way in this country will be afforded by three concerts of native Spanish music which will be given on the gramophone likewise.

Yours etc., E. ALLISON PEERS,

Director and Professor of Spanish.

The University of Liverpool.

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NEWS ITEMS.

French Schoolmasters in England.

Some eighteen months ago the Incorporated Association of Headmasters were invited to send representatives to France as the guests of their colleagues there. During the third week of May a party of French schoolmasters paid a return visit, when they were entertained by the Headmasters' Association. The programme included visits to Rugby School, to the House of Commons, and to Westminster School, with a reception by the Minister of Education and a luncheon given by the Chairman of the London County Council. Oxford was visited on the Saturday, when M. Appell received an honorary degree and the Vice-Chancellor entertained the visitors to lunch. This exchange of visits has given great pleasure and satisfaction to everybody concerned.

Business Men and Education.

The familiar indictment of public elementary schools was made again at the recent conference of the National Chamber of Trade at Leeds. "Boys were deficient in spelling and unable to carry out a simple calculation in arithmetics." The remedy proposed by one speaker was to restore the old system of annual inspection in the elementary school. It would be more helpful if these critics would remember that schools do not exist merely to provide offices with boy clerks.

Meanwhile we have leaders in business declaring that a good general education of a secondary school kind is the best foundation for commercial success.

Films and Education.

The Cinema Commission some time ago appointed a Psychological Investigation Committee with Dr. Spearman as Chairman, and in connection with the work of the Committee Dr. Philpots has made experiments on the value of the film in educational work.

After testing school children by film, lantern slides, by oral methods, and by various combinations of the three, the result shows the following figures: For the film, 116 per cent.; for the film and commentary, 119 per cent.; for the lantern slides and commentary, 73 per cent.; and for oral lessons, 46 per cent. As a standard, the result of examination after watching still slides was adopted, and in the essays that were subsequently written, for every 100 facts in those on still slides there were 216 in those written after seeing a film.

Bane and Antidote.

Our Manchester readers will be glad to learn, on the authority of a fashion note, that "Manchester is the chief centre for weather-resisting garments." Thus do bane and antidote grow together, the balance of man's art rivalling the beautiful symmetry of Nature.

How to Pronounce at Wembley.

Before entering the West Indies building it is well to know a few commonly used names of places.

Grenada—"Grenayda," the first "a" as in pay.

Demerara—"Demerahra," the first "a" as in ma.

Antigua—"Anteegwa," or "Anteega."

Dominica—"Domineeca."

Trinidad and Montserrat with the accent in each case on the final syllable.

"The Londoner's Education."

Under the above title, the University of London Press will shortly publish, for the London County Council, a handbook describing, in a more popular phraseology than is usually associated with official publications, the range of educational opportunity in London. The Handbook, which will be well illustrated, will be obtainable at all bookstalls at 9d. a copy. Its purpose is to inform ratepayers what return they get for their money and parents what opportunities they may get for their children. The Council hopes that it will do much to obtain from Londoners interest and support in the work of the schools.

Incorporated Society of Musicians.

At the last meeting of the General Council Sir Landon Ronald was elected President of the Society, Mr. A. T. Akeroyd was elected Vice-President, and Dr. A. T. Lee Ashton was elected an Extraordinary Member of the General Council to represent Scotland. Dr. H. W. Rhodes was elected an Extraordinary Member to represent the Western and South Western Counties.

NEWS FROM THE PUBLISHERS.

The Cambridge University Press will shortly have ready "The Enigma of Rabelais," by Mr. A. F. Chappell, a study of Rabelais' life and humour and, in particular, an attempt to explain the change in his mental outlook and philosophy which took place between the writing of "Gargantua" and the "Tiers Livre," a factor which has hitherto received inadequate attention.

Another book of literary criticism which the same press will shortly publish is Mr. H. Butterfield's "The Historical Novel," an essay on the novel as a way of treating the past and on its relation to history and an attempt to work out a method of critical approach.

Lovers of light literature will welcome the announcement of the publication by Messrs. Constable of "The Granta and Its Contributors," 1880-1914. The book, which is illustrated, has been compiled by F. A. Rice, and has an introduction by A. A. Milne. The contributors include R. C. Lehmann, F. Anstey, Ian Hay, Archibald Marshall, and many other writers associated with "The Granta."

Of historical interest will be found "The Secret of the Coup D'Etat." This is an unpublished correspondence between 1848-1852 of Prince Louis Napoleon, le Comte de Morny, le Comte de Flahault and others. Edited with introduction by the Right Hon. the Earl of Kerry, and a Prefatory Essay by Philip Guedalla.

In the department of fiction we note "The Voyage," by J. Middleton Murray, and "Something Childish and Other Stories," by Katherine Mansfield.

The Library of Greek Thought goes apace, and Messrs. J. M. Dent and Sons are adding three more volumes early this month, "Greek Literary Criticism," by J. D. Denniston, and a volume on "Greek Historical Thought" and "Greek Civilisation and Character," by Arnold J. Toynbee, M.A. The same firm will also publish early this month a translation of that well-known Spanish novel, "The Glory of Don Ramiro," written by Enrique Larretta, one of the leading Spanish novelists. It is the first translation to appear in English, and L. B. Walton's masterly translation should make it equally well known in England.

Messrs. Longmans, Green and Co. announce the publication of "Cricket: Old and New," by A. C. Maclaren. The author strongly dissents from the views generally accepted as to the reason of the failure of English cricket in the Test Matches. It cannot be put down to bad luck, exceptional ability on the part of the Australians, and a temporary decline in English skill. In his opinion the unsound methods adopted by far too many of our county cricketers are entirely to blame for the present state of English cricket. This book should be a very healthy antidote against the prevalent evil.

A book of considerable value to scientists is also announced, a Fourth Edition of Sir William Bayliss's "Principles of General Physiology." It has been prepared by a committee of his friends under the general direction of Professor A. V. Hill, F.R.S., and they have avoided any considerable interference with the text of the third edition, and have attempted merely to make corrections of fact, necessary as a result of recent work.

The following alterations in price should be noted:—College Histories of Art—Marquand (A.) and Frothingham (A. L.) "Sculpture," from 7s. 6d. net to 8s. 6d. net; Gould (F. J.). "Our Empire," from 1s. 4d. to 2s. Longmans' South African Publications—South African Reader, Book I, from 1s. 3d. limp to 1s. 6d. cloth boards.

Messrs. Methuen will publish a book by Mr. E. O. Hoppé at an early date, entitled, "In Gipsy Camp and Royal Palace." In view of the visit of the King and Queen of Rumania to this country this volume should prove of exceptional interest, for the author has recorded his impressions of that country and its people in an interesting account of his experiences both as a guest of the Royal family and of the gypsies in the Rumanian wilds. Queen Marie herself has contributed a Preface to the book, and it contains thirty-two perfect examples of Mr. Hoppé's photographic art.

We also note "Everybody's Book of the Queen's Doll's House," an edition abridged by Mr. F. V. Morley from Volume I of the limited two-volume edition-de-luxe, edited by Mr. A. C. Benson and Sir Lawrence Weaver, K.B.E., which will be published within the next few weeks.

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LETTERS TO THE EDITOR.

TWO PROTESTS.

[We print below two letters received in connection with reviews which appeared in our May issue. The letters were sent on to the reviewers whose opinions were challenged, and the reply is appended to the protest in each case. We have only to add that books sent to us for review are treated as fully as space permits. We are at pains to select as writers of reviews men and women who are able to speak with authority. Their judgment is wholly unfettered and will continue to be so even if their opinion of a book fails to please those who are concerned with its production. We have no intention of allowing our standard of criticism to be affected by considerations regarding circulation or advertisement revenue. Those who shrink from the risk of having their books reviewed with honesty and candour by qualified men and women need not send them to THE EDUCATION OUTLOOK.—Editor.]

I.—From Mr. E. Gill.

Dear Sir,

I read your reviewer's effort to bring the level of your paper to that of *Comic Culs*.

When I read the statement made by P.M.G. I must conclude that either he did not read "Men of the Pen," or that when he read it he was awaiting results from Epsom or elsewhere.

In the ordinary way I should not trouble to write you, but in the case of this book, in which, as a member of the firm, I have a pride, the fact that the marginal notes and introductions are historical, that the extracts are too brief and that the book contains no features that could possibly recommend it for use as a cram book for the examinations, makes me wonder whether the title "Men of the Pen" has been attached to the wrong review.

In conclusion I beg to ask you to compare the syllabuses of the leading examinations and the copy of "Men of the Pen" enclosed herewith, and regret with us how unsuitable the book is for examination preparation by cramming.

When reading this P.M.G.'s criticism I found relief in the knowledge that the circulation of your paper is yet small—I venture to tell you that it will continue to be so, unless this type of criticism is censored.

(Signed) EUG. GILL.

G. Gill and Sons,
13, Warwick Lane,
6th May, 1924.

In reply to the above, P.M.G. writes:
Dear Mr. Editor,

What I said about "Men of the Pen" has evidently annoyed Mr. Gill. I am sorry for this, since I neither wished nor intended to cause him annoyance.

I found no fault with the cover of the book in which Mr. Gill states he feels such pride—it was the contents which led me to express some amazement, although I felt that while the aim of the author was not a lofty one, yet he was sincere.

If I read Mr. Gill's letter aright (and I confess to some difficulty in discovering its meaning) the book was not intended to serve for "examination preparation by cramming." Indeed, he asks you to share his own regret at its unsuitability for this purpose.

Let me return to Mr. Ginever's book. I find in the preface this passage: "It is hoped that these selections and the brief biographies may be found both in length and character suitable for dictation, transcription, paraphrase and composition. Many of the passages deserve *memorising*, a practice invaluable for young students." Here are two of the brief biographies:

"Frances Beaumont (shouldn't it be 'Francis'?) was the son of a judge and studied at Cambridge; he died at the early age of thirty, and was buried in Westminster Abbey A.D. 1615."

"John Fletcher was the son of a bishop, and survived his friend ten years, dying of the plague in 1625. He was buried in St. Mary Overy's Church."

How invaluable to memorise these passages, and how useful the pupil would find them when answering such a question as, "What do you know of Beaumont and Fletcher?"

Or, again, consider this extract:

"As a hero of romance Raleigh belongs to the Virgin Queen; as a writer he belongs to the reign of the ignoble times of the unworthy James."

Poor James! apparently so unworthy that he is to be deprived of his reign, which has been handed over to the "ignoble times."

Speaking of Milton, Mr. Ginever says:

"He married Mary Powell, of a Royalist family, but the marriage was not a happy one for Milton, though it gave him the opportunity of succouring his wife's relatives who were ruined by the Civil War."

(My italics. Milton surely ought to have found matrimonial bliss in this opportunity.)

Among the questions which appear at the end of the book are the following:

Why is Alfred called the "Great"?

Why were Elizabethan actors so unfortunate?

Where did Shakespeare get his stories?

Why did Chaucer write in English?

But perhaps I have said enough. Mr. Gill may be assured that I know something, not only of the cover of the book, but of its contents.

Yours faithfully,
P.M.G.

II.—From Mr. R. L. Mégroz.

Sir,

"WALTER DE LA MARE."

H. G. G.'s silly and impertinent remarks about my biographical and critical study of Walter de la Mare, since they appear in your serious columns, call for a reply and a protest.

Your readers could scarcely realise that psycho-analysis is referred to in only two chapters of my book and that only one chapter is wholly occupied with psychology. Your reviewer seems rather proud of his own ignorance of the subject. When he speaks of poetic technique, however, he makes a big mistake in assuming that his own lofty indifference to the intricacies of English poetry is shared by so fine a poet as Mr. de la Mare.

It may interest your readers to know that Mr. de la Mare has the craftsman's passionate interest in technique and few living critics are more deeply versed in the theory of the art he practises so beautifully. Indeed, he wished me to devote a bigger proportion of my book to technical criticism. H. G. G. would be able to write more intelligently about literary criticism if he attended some of Mr. de la Mare's public lectures. He would discover, incidentally, that to mutter "Gosse and Colvin and Saintsbury" is far from equal to covering the field of modern criticism.

Although H. G. G. dismisses in turn with contumely my psychological, philosophical, and technical treatment, one or more of these aspects of my humble attempt to analyse and explain the art of an exquisite poet have won the kindest appreciations from many genuine critics.

(Signed) R. L. MÉGROZ.

Teddington,
10th May, 1924.

H. G. G. sends the following rejoinder:

Sir,

Many thanks for forwarding Mr. Mégroz's letter, which I found both interesting and amusing. On one point at least I agree with him. Mr. Mégroz declares that to mutter "Gosse and Colvin and Saintsbury" is far from equal to covering the field of modern criticism.

My words, however, were that the age of the *great* critic is passing, but I can hardly expect Mr. Mégroz to subscribe to this, since any disagreement with his own methods is declared "silly and impertinent." He hardly shows that care for the exact word which should be a quality of every critic.

Nor is my "lofty indifference" to the study of poetic technique universal. I have read many of Professor Saintsbury's essays on prosody with enthusiasm, for he has the power of making the science interesting, a power which Mr. Mégroz does not share. I cannot plead guilty to the ignorance of psychology of which he accuses me, although I confess that I am ignorant of the school which he may represent. He denies that his book has any continual note of psycho-analysis and says that only one chapter is wholly occupied with psychology, whereas in fact four chapters out of the ten are tinged with both.

Much, however, may be forgiven for Mr. Mégroz's enthusiasm for the work of Mr. de la Mare, an enthusiasm which I have long noted in his own poetry.

H.G.G.

LITERARY SECTION.

BOOKS AND THE MAN.

A Teacher of "Friends."

In 1668, George Fox established two schools, one for boys and one for girls, wherein the pupils were to be taught "whatsoever things are civil and useful in creation"—a programme not without ambition, and reminiscent of the aims of Comenius, which had been made known in England some thirty years earlier by the publication of Anchoran's translation of the main treatise of Comenius under a title quaintly rendered as "The Gate of Tongues Unlocked and Opened ; or else a Seminary or Seed-plot of all Tongues and Sciences." It was the fashion of the time to seek "pansophia," or universal knowledge, and it would seem that George Fox was resolved that the Society of Friends should not lag behind. The means of higher education were monopolised by the Church, but despite the measures which threatened penalties to schoolmasters who taught without a licence from a Bishop the Friends had fifteen schools in 1671, three years after George Fox had founded the first two.

Thus was begun a long and honourable record of educational work, of a character aptly illustrated in the book recently written by Mr. Isaac Henry Wallis and published by Longmans under the title "Frederick Andrews of Ackworth" (8s. 6d. net).

Ackworth School was established by the efforts of Dr. John Fothergill in 1779 as a Friends' School. The original scheme was austere to a degree. Holiday periods were unknown, "and for two, three, or four years the outside world ceased to exist for the boys in their long-tailed coats and leather breeches, and the girls in white caps and checked aprons." We are told that a clergyman who had visited the school said that "nowhere had his eyes been so pleased and his mind so charmed as with the Quakers' establishment at Ackworth, which even the legislator of Sparta would have viewed with admiration and pleasure, beholding there such order, such decency, such decorum"—a strange commendation in these days.

Under even this Spartan regime cheerfulness had a way of breaking through, but it would seem to have been suspect until Frederick Andrews became headmaster in 1877. He was an old pupil, who had been apprenticed as a teacher in the school and had passed through the Friends' Training College, which was situated at Ackworth and known as the Flounders Institute, after its chief promoter, Benjamin Flounders. Saturated in the traditions of the place, Andrews might have treated it as an institution for maintaining youthful "decorum." Instead, he regarded it as the home of a big family, with himself as a cheerful and considerate parent. His prowess in games, and especially in cricket, enabled him to get on terms with the youngsters and to maintain their admiration. He would probably have made no claim to a knowledge of educational theory. Like others who have succeeded in spite of this lack and by reason of special attributes or circumstances, he was inclined to disparage such knowledge, but between the lines of this candid biography there is evidence that even his admirable achievements might have been greater in some respects if he had been more fully informed as to the lines of educational development.

Those who are interested in the problem of co-education will find in this record some material for thought. Ackworth is not a "mixed" school, in the sense that boys and girls share each other's studies and pursuits, but it is co-educational to the extent that boys and girls are under one headmaster. A carefully guarded proximity is accompanied by the rule that pupils who are related may meet and walk together on a strip of neutral ground known as "The Flags." Hence, as we are told, there are determined efforts on the part of boys—and sometimes of girls—to establish cousinship. A good story concerns a small boy of twelve who was severely rebuked for sending ardent letters to a girl schoolfellow. When threatened with punishment if he repeated the offence he drew up a short and fat body to its full height and gasped with fervour: "May I cherish a secret passion?" No wonder that the headmaster sometimes expressed the view that Ackworth should not be fully co-educational, although he had a sense of humour and lightness of touch which served him well in dealing with childish love-making. The relationship question occasionally baffled him, as when a little girl justified her talk with George on the Flags by saying: "Alice's uncle married my aunt, and Bertram is her cousin, and Kathleen is Bertram's; and George's brother is going to marry Kathleen's sister, so we are relations."

As a school for Friends—although not exclusively so—Ackworth is mainly undenominational, but the history of the Society and of its founders receives careful attention. Our author suggests that sometimes the pupils were led to wish that George Fox had never been born, echoing the sentiment towards Shakespeare expressed by a perspiring dunce who had been dragged round Stratford-on-Avon on a hot day. We know, but do not always remember the fact, that enforced knowledge sometimes emerges in strange forms. There are examples given, which Frederick Andrews used to relate with joy. The conversion of Elizabeth Fry was thus told: "Elizabeth Fry lived at Earls Court, but when William Savery spoke to her, she burst into tears and went to Newgate." William Penn's adoption of Quakerism was explained in this fashion: "William Penn was sent to France to get into the ways of etiquette; this acted very well; but he soon began to slack again and became a Quaker." Another expounds a point of belief: "Friends think Baptism quite unnecessary as it does not help you to go to Heaven or elsewhere."

I have given some of the lighter features of this excellent book in order to show that it is not a dull or prosaic record, but a vigorous and human document revealing a vigorous and human personality. The serenity and sincere purposefulness of Frederick Andrews are shown on every page and expressed in some lines by William Watson which he quoted:

Arise and conquer while you can
The foe that in your midst resides,
And build within the mind of man
The Empire that abides.

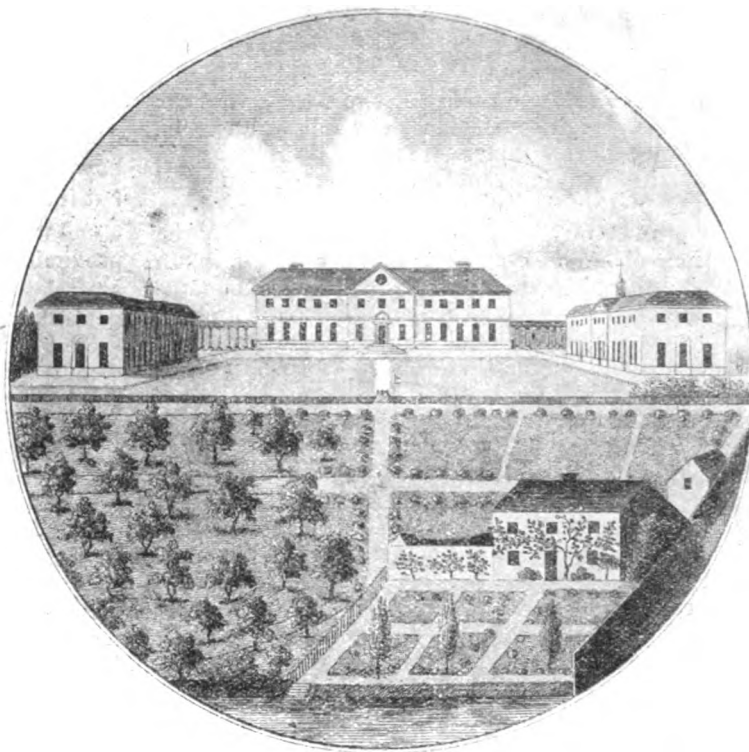
SELIM MILES.

ACKWORTH SCHOOL

from an old Print.

Reproduced in "Frederick Andrews of Ackworth," by permission of Messrs. Macmillan & Co.

See Review page 245.



ACKWORTH SCHOOL.

REVIEWS.

English.

BYRON: THE LAST JOURNEY, 1823-1824: by Harold Nicolson. (Constable and Co., Ltd. 12s. 6d.)

Mr. Nicolson's volume on Tennyson had led us to expect much. His account of the last year of Byron's life is equally vivid, but more mature and individual. Mr. Nicolson shows himself in his choice of subject a follower of Mr. Lytton Strachey, but he is no longer imitative, and he has, we feel, more historical conscience than his master. He chooses to depict neither the romantic Don Juan, nor the morbidly sentimental Pilgrim of Eternity, but the man prematurely old, who fled to Greece to escape from his life in Italy, and whose heart failed him on the very threshold of adventure. That long hesitation at Metaxata, before public opinion forced him unwillingly to the prolonged humiliation of Missolonghi, is summed up by Mr. Nicolson in an unforgettable Stracheyism: "Much credit," remarks Dr. Millinger, "is certainly due to Lord Byron for the prudence which characterised his conduct." There were moments when even Byron felt that Dr. Millinger was right. H. G. G.

THE CHILSWELL BOOK OF ENGLISH POETRY: compiled by Robert Bridges. (Longmans. 3s. 6d.)

Any anthology now published suffers the initial disadvantage of inviting comparison with that great work of art, Mr. de la Mare's "Come Hither." Dr. Bridges escapes, but not, we are afraid, without ruffled feathers. This anthology, however, is intended for use in schools, and for that purpose it is the best we have yet seen. It does not, as is the case with so many, ignore the fact that poetry is still being written, nor does it, like Sir Henry Newbolt's anthology, give undue weight to the Georgians. But why should Dr. Bridges, in the "service" of education, mutilate some of the most beautiful lyrics in the language? Only the last verse of Lovelace's "To Althea from Prison" is given, while only four lines are left of Montrose's famous poem. It is also strange that Browning should be

represented by but one poem, and Mr. A. E. Housman by five. We meet again here those two old enemies, "Ye Mariners of England" and "The Soldier's Dream." Dr. Bridges is, we suspect, following a practice which he condemns in his Preface: "There has been with respect to poetry a pestilent notion that the young should be gradually led up to excellence through lower degrees of it." We wish that instead of these Dr. Bridges had included some examples of his own work, his "Elegy on the Death of a Lady," or his very lovely song, "Awake my Heart to be Loved." H. G. G.

Chemistry.

A SHORT HISTORY OF CHEMISTRY: by Rose Stein, B.Sc. (Dent. 2s. 6d.)

In this little volume the Senior Science Mistress at the North London Collegiate School for Girls provides an excellent outline of the story of the beginnings and progress of the science of chemistry. The book will furnish useful material for independent work and reading. A final chapter deals with modern views of the constitution of matter. The biographies of Boyle, Cavendish, Priestley, Dalton, and Lavoisier are full of interest.

THE CARBON COMPOUNDS: A Textbook of Organic Chemistry: by C. W. Porter. (Ginn and Company. 21s. net.)

This book consists of an outline of an elementary course in theoretical organic chemistry as presented to sophomore students in the University of California, and, as such, its scope is necessarily limited to a presentation of fundamental principles and general reactions. There are three main divisions in the book, the first being devoted to aliphatic compounds, the second dealing with the aromatic compounds, and the third constituting a review of the more important general organic reactions.

The author has made bold to introduce some of the doctrines of the electron theory, in order to stimulate interest in the researches of to-day. In view of the fact that opinions among

(Continued on page 248.)

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organic chemists are very divided at present, the wisdom of such a step may be questioned by some. Actually the author realises this, since he states that the conclusions based upon these recent contributions may require early revision.

Many references are given in the text, but it is strange to notice that the ratio of those referring to American literature to those quoting non-American literature is about 3 : 2. This gives an altogether false idea of the contribution of America to the science of chemistry. This may be due to the fact that minor chemical papers emanating from America are often referred to, whereas no references are given when dealing with such a subject as "asymmetric synthesis," with which the names of McKenzie Marckwald are inseparably connected.

Apart from the above criticisms the author may be congratulated on the very satisfactory way in which he has accomplished a difficult task. The book is very well printed and misprints are few.

T. S. P.

Mathematics.

A COMPANION TO ELEMENTARY SCHOOL MATHEMATICS: by F. C. Boon, of Dulwich College. (Longmans, Green and Co. pp. 302. 14s. net.)

Mr. Boon, in his preface, faces the fact that "an examination certificate is a poor compensation for a starved appreciation" of the subject certified. This book is intended as a teacher's "Reference Book" on interesting matters arising out of the ordinary course. Chapters are devoted to Biography and History, Euclid's Postulates, Squaring the Circle, Other Curves than the Circle, various proofs of Pythagoras, Symmetry, Analogy, Degree, Continuity, Negative Magnitudes, Complex Numbers, Generalizations, Limits, Data, Induction, Proportional Parts, and Paradoxes, with a few others.

On page 101 Mr. Boon states that the Egyptians knew a special case of Pythagoras Theorem; we should like to know what documentary authority he has for this statement?

Now and again, in the mathematical course, the pupil's interest is aroused. How often depends on the suitability of the teacher for the pupil. Here is a collection of the interesting facts, some few of which we have all heard from the lips of a good teacher. Teachers in search of facts will find this a mine of such. Can they so enliven their classes? Dare they so enliven their classes? The certificate examination comes in two months. Is there time to digress? Mr. Boon says it saves time. Stir the imagination and the work will be easily learned and remembered. The timid will hardly dare. The demand is for certificates, is there a demand for education? A generous welcome is certainly due to anyone who attempts to supply it.

H.P.S.

History.

A SHORT HISTORY OF THE FRENCH REVOLUTION: by I. H. Humphrys. (Sidgwick and Jackson. 3s. 6d.)

There is still room for a re-telling of the story of the Revolution, if but the tale be adequately told. The present book justifies itself. There is no fresh material, nor is it now possible to invent a new method—all the methods have been used. Here is a frankly chronological plan. The chapter headings are dates: "1643—1774," "May 1, 1789—October 1, 1789," and so forth. The method is plain, simple, and sufficient.

The two introductory chapters give an admirable preliminary setting. The Grand Monarch, Louis XV, Voltaire, Rousseau, Diderot, are sufficiently outlined. Targot and Necker, more slightly sketched, come upon the stage, and pass away with gestures of despair. The Diamond Necklace "affaire," the "lettres de cachet," the "corvée" appear in the prologue to tragedy: and the States General meet. From now, we have the story in some detail. It is essentially the story of "what we have we hold": of the colossal power of human stupidity; of the failure of all but a few to realise what will assuredly follow if this or that thing is done, or left undone.

There is no violent prejudice shown in any direction. There is no exaggerated idealising. None of the figures loom out in heroic or in vast proportions. Rather do they appear as somewhat weak human figures, incapable, one and all of them, of grasping the significance of this thing and—here's the rub—of directing it. Mirabeau was nearest, perhaps; but he is no demi-god.

There are sane and fine judgments in the "Conclusion," thus: "The Revolution was in truth but a mere phenomenon on the surface of the national life. . . . Behind the Revolution the great heart of the French people, though doubtless temporarily

disturbed and deranged, maintained its accustomed beat . . . for the great mass of French men and women the Revolution made very little difference" (hardly true, that: "comparatively little difference" had been juster). "And this may be taken as more or less true of nearly all revolutions that occur in civilised societies, as true, say, of the Bolshevik upheaval now beginning to wear itself out in Russia."

There are scarcely any references, footnotes, documentations. The tale is told for the general reader, and no doubt he will appreciate it.

R. J.

A SHORT HISTORY OF THE EXPANSION OF THE BRITISH EMPIRE (1500-1923): by W. H. Woodward. (Cambridge University Press. 6s.)

Since this book was first issued (1899) it has passed through several revisions. The present volume is the enlarged fifth edition. This practical success for exactly half a century shows a fairly steady demand, well met. The author disclaims any intention of offering "a manual of information," and declares his aim: stimulation, guidance in classification of material, and in framing conclusions. Now "guiding (students) in framing conclusions about (the material gathered)" very easily translates itself into the inculcation of a bias. Where the bias is moderate and without rancour, where also it coincides with the bias of the mass of the readers, it is not recognised as bias at all. This is here the case. The book is such as the upper forms of secondary schools would use, and it is admirably suited to its purpose. But the book of the British Empire that sufficiently distinguishes the conception of expression and that of development is not yet written. It may be that only a foreigner could write it. Perhaps the Wembley Exhibition will inspire some visitor to attempt the task. But then, of course, it could not be a schoolbook.

R. J.

OUTLINES OF EUROPEAN HISTORY. PERIOD V (Transition to Modern Europe). 1649 to 1789: by Alice D. Greenwood, F.R.H.S. (Horace Marshall. 3s. 6d.)

From the first fall of the British Stuarts to the first fall of the French Bourbons offers a fairly well-marked period for historical study in Europe. It includes, also, a good deal of European adventuring abroad. The story, as Miss Greenwood tells it, centres largely about France, and rightly so. It would have been an easier task, for the writer and for the reader, to keep to this dominant interest, and to watch from Paris the story of Europe for over a century. But that would not be an outline of European history. Therefore, there must be much turning aside, many breaks, and a dropping and taking up of threads. Too many things come in, but, from the nature of the book, they have to come in.

A sense of life and colour, a sense of the social interests of men and women gives freshness to what easily becomes a confusing perplexity. The chapter on "Le Roi Soleil" gives a clear, if brief glimpse of Versailles; a picture of Peter the Great explains the Russia of his day; the significance of John Law is made plain. There is a sense of crowding, as is inevitable; but a fairly effective view of the century appears.

R. J.

A CONCISE HISTORY OF EUROPE: by A. H. Forbes, M.A. (Herbert Russell. 3s. 6d.)

This little book is exactly what its title claims. In its two hundred and fifty pages it manages to find room for fourteen maps, five tables, brief bibliographies, two indexes (one of them chronological), and a narrative of events in Europe since the fall of the Roman Empire. This is somewhat of an achievement. It might be inferred that the narrative itself is consequently and necessarily cramped, bald, and dry. But in fact it is far less so than we have any fair right to expect. Room is found for a personal picture of Charlemagne, for some vigorous judgments ("The Crusaders had the Cross on their equipment, their tents, their breastplates—everywhere but in their hearts"), and some effective little quotations. The need for larger works remains, but Mr. Forbes has shown that a great deal may be done in a small book, without sacrificing readability.

R. J.

A SHORT HISTORY OF INTERNATIONAL INTERCOURSE: by C. Delisle Burns. (Allen and Unwin. 3s. 6d. and 5s.)

Mr. Delisle Burns writes as interestingly as he talks. This volume in particular is so simply written that one feels at times the conscious effort after simplicity and readability. We suffer so much from books that are a toil to read, that we may be grateful to every writer who will make efforts to say his say as simply as may be.

(Continued on page 250.)

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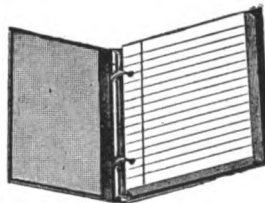
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This book might stand on the same shelf with the "Unity" series, and with the histories of civilisation. It might be called "Preliminary Steps Towards the Federation of the World." It deals only (as usual) with European or Western civilisation—Dark Ages, Middle Ages, Renaissance, Industrial Age: the familiar categories. Scholars from Eastern Asia are no doubt tempted at times to smile at the insularity of the continent of Europe. However, there is theme enough in the Western line of development. Mr. Burns follows it here, as he has followed it before in his "Political Ideals." This time he has a narrower thread to follow. He does it, not after the manner of a scholar writing for students, but of an enquirer telling his story to the average man. Footnotes thrust themselves in, at times, but they are not obtrusive.

His story comes down to the period "Since The Great War," and about the War he is not particularly polite. "It was," he writes, "as if an elaborate machine, much too vast and complicated for men to control, was being smashed by lunatics, some of whom had hammers and others just enough sense to pull the wheels about or make them work backwards. But since most people were suffering from the same madness, and no one seemed to have the slightest idea how to stop it, few noticed that it was lunacy."

Mr. Burns closes with a note of optimism. In his last chapter, "To-Morrow," he not only hopes for further progress towards unity, but gives some hints of steps to be made. He re-tells here a story germane to his purpose, and worth repeating once more. "Lord Acton, the historian, once received a letter from a friend who confessed that he had a low opinion of German scholars. To this Lord Acton replied that he hoped his friend's opinion of the Germans would not prevent his reading their works, 'which would perhaps diminish the severity of the judgment and would materially add to its weight.'" Even solemnity can sometimes grace a joke. R. J.

SPECIAL PERIODS OF HISTORY.

- (1) EUROPEAN HISTORY, 1814-1878: by H. R. Steel.
- (2) EUROPEAN HISTORY, 1878-1923: by R. B. Mowat.
- (3) BRITISH HISTORY, 1815-1874: by D. C. Somervell. (Bell. No. 1, 1s. 9d., Nos. 2 and 3, 2s.)

This series of Special Periods of History, edited by Mr. D. C. Somervell, is planned to take the place of such earlier issues as the "Epochs" of old and nearly forgotten days. There is a deliberate change of plan, however. "Whereas the volumes in Longmans' series were largely written by professional experts, these will be mostly written by working teachers in schools, who know not only their subjects, but also the needs, the tastes, and above all the weaknesses of their pupils." Moreover, they are planned in accordance with the practical double view of content in history teaching now so widespread: that there should be a general view or review of the development of world history (or some such wide sweep), together with a rather detailed study of a special period.

Here we have, then, an interesting experiment. A group of secondary school masters is already engaged on half-a-dozen volumes of European and British history, three of which are now before us. Other volumes are to follow.

Mr. Somervell has himself written the volume of British History, 1815-1874, that is, to the fall of the Gladstone Government. He promises us a second volume (in preparation), carrying on the story to 1923. For the first ten chapters this story is carried clearly through: it begins by a quotation of Shelley's "1819"—"An old, mad, blind, despised and dying king." It is an apt beginning. The treatment throughout has more of Shelley's live humanism than most of the school books to which we have been accustomed. It will administer some mild shocks, as when a paragraph is headed "The Peasants' Rising." This is not the rising of 1381 (though that is alluded to), but of 1830. The fact of it will have nothing of novelty to perusers of text-books on the nineteenth century in England, but the setting and presentation is by no means usual in text-books.

The eight short chapters that follow deal with aspects of the whole period: Scotland and Ireland, the Colonies, the Churches, Trade Unions, Literature, Invention.

The two volumes of European history bear, of course, one mark of difference. That lies in the treatment of the years 1914-1923. Half the book is given to these vital years, so difficult as yet to deal with. Mr. Mowat is to be complimented on the clearness, the fairness, and the balance of his treatment. The series deserves to be successful. R. J.

Economics.

GETTING OUR LIVING: An Elementary Introduction to the Economics of Daily Life: by G. Fiennes and L. G. Pilkington. (Bell. 1s. 6d)

There must be a "continuous demand" for introductory books on economics, for the supply is steady, if not increasing. The authors of this small volume tell us that it "is not intended to be an addition to the many textbooks already in existence on Economics." It is "a brief account, accurate, we hope, as far as it goes, of some of the facts, problems, and responsibilities that all boys and girls will have to encounter on leaving school and entering industry."

The need for right instruction of this kind is felt by many teachers. Some are oppressed by it. Some have made an effort to supply the need. Books with a "capitalist" bias and a "communist" bias are adding themselves to the Citizenship books with a patriotic bias that have been with us so long. Indeed, there are two tests that anyone acquainted with these educational efforts at once brings to a book of this kind: the test of bias and the test of interest.

Messrs. Fiennes and Pilkington obtrude no particular bias. As for interest, they cheerily announce that their little book will prove that "Economics is both practical and far from dry," whereas it has been called academic, dismal, and dry-as-dust. They ought not to be kept too straitly to achievement measured by this high aim. It is enough to say that their pages are breezily written. The style is often conversational, a style difficult to maintain long without some danger of irritating. But the book is too short for that danger to develop seriously. It is simply written: indeed it is sometimes "written down" to the boys and girls of "upper standards in elementary schools and the lower forms of secondary schools" to a point within sight of the reaction wave of resentment. But who can here attain that happy mean we all desire? R. J.

Fiction.

A HUMAN BOY'S DIARY: by Eden Phillpotts. (Heinemann. 6s.)

Some of us recall with pleasure the excursion made by Mr. Eden Phillpotts into the mind of the human boy of twenty-five years ago. In the present volume it is clear that the boy has now grown up. In theory he is a fag at Merivale School, but in fact he is a philosopher of ripe wisdom and understanding. In his second term he meditates thus:

"I had a curious thought about boys yesterday. It seems to me that they are quite as different really in their way as men are. Quite as different, I mean, from one another, though grown-up people talk about them just as boys," like they talk about sheep, or a flock of birds, or a shoal of fish. But, to us ourselves, we are entirely different, though, strange to say, grown-up people appear all much the same."

Or again:

"The Sixth Form chaps are undoubtedly fast turning into grown-up men. Most of them have all the dullness of men and none of the interest of boys."

These reflections may be written in Master Medland's hand, but the voice is that of a person of discernment such as is not indigenous in the lower forms of a school.

The precocity of our young diarist is relieved by some humorous incidents, and for teachers there is a wealth of sound advice in the episode of "Siam" and the pink-i-pog, which gives in a few pages the essence of much pedantic counsel on school discipline.

Young folks will like the book and in reading it they will become acquainted with a number of wholesome people. R.

General.

A HANDBOOK OF GARDEN IRISES: by W. R. Dykes, M.A., L.-ès-L., Secretary of the Royal Horticultural Society. (Martin Hopkinson and Co., Ltd. 12s. 6d.)

The wonderful and varied genus of which Mr. Dykes writes has in the last few years risen rapidly in the esteem of gardeners: indeed, the "full-bearded" species and varieties have become almost a craze, especially in the United States. But a good many ardent devotees will be surprised to find that this admirable hand-book devotes to that section only some fifteen pages out of about 240. One of its objects evidently is to attract attention to some of the less known kinds. Thus the author points out that in favoured localities it might be possible to have irises in bloom in the open in every month of the year. The book is eminently practical; the cultural directions are all the fruit of Mr. Dykes' own experience, and it will be observed that the time of planting

(Continued on page 254.)

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A. H.

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E. Y.

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THE EDUCATION·OUTLOOK AND EDUCATIONAL TIMES

JULY, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The Leaving Age.

In his address to the Association of Education Committees at Bournemouth the President of the Board expressed a wish that it were in his power to decree that the leaving age in public elementary schools should be raised to fifteen forthwith. Having said this, Mr. Trevelyan proceeded to adduce reasons why his wish could not be fulfilled. These are too well known to be worth repetition, but it may be submitted, with great respect, that obstacles such as lack of school places or shortage of teachers are removable by administrative action. It is of little use to suggest to Local Authorities that they should severally introduce by-laws raising the age to fifteen where they find local conditions favourable. It is true that formerly there were local variations in the leaving age, especially in connection with half-time work. But we should not seek a return to that state of things. Consider the position which would result if a Local Authority decides to raise the leaving age to fifteen and its neighbours refuse to follow suit. Before long the progressive Authority will find that many employers in its area are recruiting children from over the border and the local ratepayers will demand explanations. It is hardly to be expected that authorities will invite the resentment of their constituents in this fashion.

A Progressive Scheme.

In his address as President of the Association of Education Committees on Wednesday, June 18th, Alderman P. R. Jackson, Chairman of the West Riding Committee, proposed that the Board and the Authorities should co-operate in an effort to raise the leaving age in 1927—three years hence. He considers that the interval would allow time for removing the obstacles which the President of the Board mentioned in his later speech. He urges that we should provide Middle Schools or Junior Technical Schools or Junior Secondary Schools, or whatever else the institutions may be called, taking children from the existing schools at eleven or twelve years of age and giving them an education based on a curriculum up to fifteen. The provision of such schools would lead parents to keep their children at schools beyond fourteen, so that gradually the leaving age of fifteen would become customary and public opinion would be ripe for a legislative change making fifteen obligatory. Alderman Jackson speaks as a business man who has had a long experience of educational administration, and he quotes his own experience to show that when he replaced young workers in his factory by others of sixteen to eighteen years old he found the output increased and had better work done at less cost than before. He does not believe that it is essential to catch children young.

The Educational Argument.

In discussions concerning the leaving age it is too often forgotten that the child of to-day enters into a world which is increasingly complicated. The preparation to cope with modern conditions demands an extended schooling. Yet it is fairly certain that any unqualified proposal to keep all children in the present elementary schools for an additional year will meet with strong opposition. That is not to suggest that the schools are inefficient. It is merely that they were never intended to perform the function of secondary schools. Until recently they retained comparatively few pupils beyond the age of twelve, and even now it is the case that in many schools—especially in rural districts—the classes of pupils above that age are too small to provide proper educational incentive and discipline. It may be that the elementary stage should end naturally at the age of eleven to twelve, and that the natural sequel should be a secondary stage in which knowledge is viewed and acquired in a new fashion. At this stage it should be possible to have a great variety of schools, adapted to local needs and circumstances as well as to the aptitudes of individuals. If the education in such schools is made really significant and related to the environment of the pupils there will be furnished a strong argument for raising the leaving age.

The Economic Argument.

The economic reasons for raising the leaving age are at the moment exceptionally strong. The returns of the Ministry of Labour show that in February last there were 45,000 children between fourteen and sixteen years of age who were unemployed. Between sixteen and eighteen there were 41,000 unemployed, and the records show that improving trade is followed by increased employment of the older group, while bad trade leads to the employment of the younger children because they are cheaper and also because they are not eligible for unemployment benefit. This latter circumstance saves to the employer the cost of insurance stamps, but this economy, and the greater saving in wages costs, are dearly bought when they involve the premature expenditure of youthful energy and the waste of opportunity to develop strength and skill. With hundreds of thousands of adult men and women looking in vain for work it is the height of folly for us to continue the bad practice of using cheap child labour. Economic considerations and social policy alike demand that we should seize the present occasion to provide for our future citizens an extended schooling on lines which will lead to fuller physical and intellectual development. The work will cost much, but to neglect it will cost far more.

Hygiene of Food and Drink.

At Easter, during the conference of the National Union of Teachers, there was formed the nucleus of a Teachers' National Committee for the promotion of the teaching of the hygiene of food and drink. The Committee has gathered strength and now includes representatives of every type of teaching work. Dr. David, formerly Head Master of Rugby and now Bishop of Liverpool, is the president, and Mr. Fletcher, of Charterhouse, is the chairman, while the honorary secretaries are Miss E. G. Coward, M.Sc., and Mr. Walter Shawcross, B.A. The office address is Milton Hall, Deansgate, Manchester. The Committee seeks to promote extended health knowledge, and although it urges that the Board's syllabus on "The Hygiene of Food and Drink" should be widely used, it favours also the interesting programme of studies issued by the Head Masters' Conference under the title "The Practice of Health." The movement is especially interesting as a united effort on the part of teachers to act independently in a matter of great importance. By collecting opinion and records of experience in the teaching of the subject the Committee seek to arrive at an approved standard of method and a practicable scheme of studies. This spontaneous essay in real "self-government" deserves to be supported by all teachers, if only to test the truth of the adage that the gods help those who help themselves. Should the truth of this be demonstrated the work of the Committee may serve as an example to be followed in other directions.

The "Dull Child."

The proceedings of the Conference of the Head Mistresses Association are always interesting, and this year they had the special interest which attends a Jubilee Celebration. In a Supplement to this number of the EDUCATION OUTLOOK will be found a record of the meetings. Especially valuable at the present time was the plea made by the president (Miss Gray, High Mistress of St. Paul's School for Girls) for the child who is variously described as dull, a dunce, or unpromising. She reminded her audience—and it is to be hoped that her words will be noted by all teachers—that the dull child is unfairly treated when it is held in low esteem merely because it fails to respond in the way we should like to the instruction which we like to give. She spoke of our present unfair methods of judging and our unscientific, unjust choice of subjects. Perhaps the worst result of this blundering is to destroy the confidence of children. All too readily they will accept an adverse verdict on their ability and cease to put forth effort in any direction. Since it is inevitable that our schools must always have a mere minority of pupils with a genuine aptitude for book learning such as some teachers admire profoundly, it follows that many children feel that they are getting very little out of the school. Their parents form the same opinion, and that is one reason why the British public is not enthusiastic about schools and their work.

Making the Bridge.

Whatever may be done towards raising the school-leaving age, it will still be necessary to have some means of giving to young people accurate information concerning occupations and their possibilities. The Kent Education Committee furnish an excellent example of what may be done by good will and good sense, aided by a little expenditure of money. They are publishing an admirable series of pamphlets describing local industries in simple language and indicating the opportunities for advancement afforded by each industry. Thus, "Vocational Guidance Pamphlet, No. 10," is entitled "Agriculture as a Career for Boys." After a brief general introduction there are sections headed General Education, Agricultural Education, Free Agricultural Education (with information on scholarships), Practical Training and Experience, Prospects, Capital, and Starting the Career, with a final note on branches of Practical Agriculture other than Farming. Pamphlet 9 deals with apprenticeships at the Woolwich Ordnance Factories and with the Regular Army, while Pamphlet 8 concerns Carpentry and Joinery. The help thus given to children and to their parents is of the highest value, and it should serve to prevent many children in the schools of Kent from taking up casual jobs which lead to nothing. It is an excellent thing when an Education Authority interprets its duty in such a generous fashion.

THE HAPPY BIRD.

*The happy white-throat in the swaying bough,
Rocked by the impulse of the gadding wind
That ushers in the showers of April, now
Carols right joyously ; and now reclined,
Crouching, she clings close to her moving seat,
To keep her hold ;—and till the wind for rest
Pauses, she mutters inward melodies,
That seem her heart's rich thinkings to repeat.
But when the branch is still, her little breast
Swells out in rapture's gushing symphonies ;
And then, against her brown wing softly prest,
The wind comes playing, an enraptured guest ;
This way and that she swings—till gusts arise
More boisterous in their play, then off she flies.*

JOHN CLARE (1793-1864).

MY SCHOOL DAYS.

By SIR PHILIP MAGNUS, BART.

II.—UNIVERSITY COLLEGE SCHOOL.



UNIVERSITY COLLEGE SCHOOL PLAYGROUND (from an early print).

In September, 1854, I was admitted as a pupil of University College School. The school then occupied all the rooms over the ground floor on the south side of the College building in Gower Street. Neither of the two wings now stretching west had then been built, and the whole of the vacant space on the south side, except a portion parted off for a gymnasium, was used as a playground for the pupils.

It was a great change to pass from a preparatory school held in one large room to a school having several well-arranged classrooms on each side of a corridor, over which was a room correctly known as the "long room," opening into other classrooms.

New pupils were examined as to their attainments, age, and requirements—whether, for instance, they were to learn Greek in addition to Latin, French, or German or both languages, and whether they were expected to take drawing, taught on the afternoons of Wednesday and Saturday, the two half-holidays. After the examination, which occupied some few days, each boy received a list of the classes he was to attend, the rooms in which they were held, and the hours when they met. The morning period from 9-15 to 12-15 was devoted mainly to lessons in Latin, French, and mathematics; the afternoons, from 1-30 to 3-45, to Greek, English arithmetic, elementary science, and some other subjects. The school course covered six forms, the first being the lowest, a boy's age and proficiency in Latin determining, in most cases, the group of classes to which he was assigned.

Latin, which every boy was expected to learn, was taught on what was known as the "crude form system," invented or adopted by the Head Master, Professor

Thomas Hewett Key, F.R.S., who occupied at the time, in addition to his school duties, the Chair of Comparative Grammar at the College. The "crude form" system was fully developed in the accidence of the Head Master's "Latin Grammar," and in Greenwood's "Greek Grammar," both books being used throughout the school.

On entering the school, just under twelve years of age, I was placed in the Second Form. I was not alone in being exempted from taking Greek—an exemption which later on I had occasion to regret, seeing that I found it necessary to commence learning Greek, after I had left the school, in order to matriculate at the London University, both languages being then obligatory subjects, and in order subsequently to pass the B.A. examination. Boys who were exempted from taking Greek were able to devote the hours so saved to lessons in other subjects such as chemistry, physics, mathematics, English, and German. The alternative course was wider, and it is questionable whether it was not more cultural and useful.

The instruction in nearly all subjects was sound and of a high standard. Whether the teacher had received any special training, I cannot say. I think not. They knew their subjects and taught probably as they had been taught. They enjoyed a large measure of freedom in their methods of instruction and were deeply interested in the progress of their pupils. They were subject to no inspection from any external authority, nor were they required to adapt their instruction to a prescribed code. The absence of any such control enabled the Head Master and his assistants to introduce experimentally from time to time fresh methods, and to travel outside the ordinary

school course of study by varying the subjects of instruction. I remember when, consequent on the mutiny in 1857 of the native troops in India, Indian policy was being freely discussed in the public press, the ordinary teaching of English history was varied by the formation of a class for the special study of the history of India from about the year 1600 to 1825. As part of the instruction, which included the geography of India, we read in class pages from Macfarlane's "History of British India," published in 1851, and were examined at the commencement of each lesson on the section set for home-reading. The knowledge thus gained of the stirring events connected with our occupation of the country proved of abiding interest to us all, and may have been, and probably was, the determining cause that induced some of my fellow-pupils to enter later on the newly-opened Indian Civil Service.

On another occasion, the Head Master, realising how necessary it was, politically and socially, that the boys before leaving school, many to enter the legal profession or business houses, should have acquired some knowledge of the duties of citizenship, of the relations, even then troubled, between capital and labour, and of the conditions of the production and distribution of wealth, invited Mr. Shields, an authority on the subject and an intimate friend and disciple of Mr. William Ellis, whose books, now somewhat out of date, may still be read with advantage, to give a series of talks on the subject, then known as social science, to a number of selected boys. From a school of about 300 pupils, some seventy were selected to meet in one of the largest class-rooms, Room O as it then was, where the lecturer explained in simple language the elementary principles of his subject to his attentive hearers. The talk consisted largely of question and answer. He was frequently interrupted by the Head Master, who occupied a seat among his pupils, and put questions with a view to elucidate a difficulty, or to ascertain whether the boys clearly understood the problem under discussion. These lessons were a delight to the whole class. They suggested to me the subject of an address I gave later on to a crowded meeting of working men, which was published as a pamphlet some fifty years ago.

Discipline was maintained without any form of corporal punishment, by the entry, when the occasion arose, of the delinquent's name in a book, appropriately called the "black-book." The book was brought round at the close of each lesson to the several masters, and was finally submitted to the Head Master, the number of entries, with any needed comments, being stated in the monthly reports to the parents.

There was an interval of an hour and a quarter between morning and afternoon school, for luncheon and recreation. The majority of the boys brought their luncheon from home; for others the school made provision. The "Pic-boy," who had a well-covered stall in the play-ground, was a personality remembered with pleasant associations by every old boy. Fives, cricket, and other games were played during the interval and after school hours. I do not remember that the school rented, as is now so general, any outside playing field; the authorities attached more importance to strenuous work than to recreative or professional play. For practice and instruction in the gymnasium a special fee was charged.

The school at that time had no journal of its own, nor as far as I remember, any societies other than a fives club and a cricket club. In my final year there was a Debating Society, which I founded. Its first president was Llewellyn Bevan, afterwards a luminary of the Wesleyan Church, and I discharged the honorary duties of secretary. We met between school hours. The rules and regulations of all societies and clubs had to be submitted to the Head Master.

As a rule, the leaving age was sixteen. I left in 1858, a few months before my sixteenth birthday. In October of that year I entered the College, which then formed part of the University of London, although the connection was less close than now. I brought with me from the school a fair knowledge of Latin (verse-making formed no part of the instruction). I had read in the sixth class under the Head Master two or three of the plays of Terence. I had gained some acquaintance with English literature, and could repeat many passages from Shakespeare's plays, from Milton's and Goldsmith's poems. I had learnt something of the elements of chemistry and physics; and of mathematics—the subject I liked best—I knew all the books of Euclid in school use, some algebra and trigonometry, and the propositions introductory to the differential calculus. On entering the College I was able, therefore, to follow with advantage the lectures of Professor De Morgan to the students of his higher junior and lower senior classes.

Some twenty years later I was appointed by the University one of a small panel of London graduates charged with the inspection, on behalf of the University, of a few of the larger secondary schools for boys and girls. During the years 1881-4 I had the opportunity, as member of a Royal Commission, of visiting a large number of schools in France, Germany, Austria, Belgium, Switzerland, and Holland, and I can confidently say that the instruction provided in my old school compared favourably with that in the majority of the schools here and abroad which I had visited.

The high standard of the education to which I have referred was largely the result of the freedom enjoyed by the teachers, and to the close attention they gave to the needs and requirements of their pupils. Much, however, was due, more than I am able to express, to the ability, initiation and enthusiasm of the Head Master, Professor Key. From 1824 to 1827 he was Professor of Mathematics in the University of Virginia, Charlottesville, where he gained a wide experience of educational work. On his return to this country, in 1828, he held the Professorship of Latin in the London University and became Head Master of the School in 1833, a position he held in addition to that of Professor of Comparative Grammar at the College. I cannot give the number of pupils in the school in 1833; but it had increased from 300 in my time to over 600 in 1875, when he died.

On comparing the type of education provided in the school where I spent four of the most impressionable years of my life, with that of secondary schools of a similar grade to-day, one cannot fail to note that more time and thought were given to instruction and intellectual exercise and less to games and sport than now. Whether the boys now being trained will be better fitted to discharge their several duties as citizens, and to take part in the social and economic life of the country, is a question for careful and full consideration.

EDUCATIONAL REFORM IN ITALY.

BY PROFESSOR ERNEST GRILLO.

In the following article Professor Grillo gives an interesting account of educational developments in Italy under the Fascists' regime.

A veritable revolution in the educational life of Italy has been effected by Professor Gentile, the Rome philosopher who entered Mussolini's Cabinet as Minister of Education some months ago. The principal reform is the decentralisation of the immense administrative machine which has hitherto hindered the development of elementary as well as secondary education in Italy.

To this end, under the Ministry of Education, in Rome, four new departments have been established. The first exercises jurisdiction over the teaching staff; the second deals with the schools, the third with the scholastic financial affairs, and the fourth with the subjects taught in the schools. Each of these departments has its own organic functions, enjoying full autonomy.

Educational Italy, moreover, has been sub-divided into nineteen provinces in which regional boards—*consigli scolastici*—have been established. These are entrusted with the supreme control of all provincial schools, and are empowered to deal with all kinds of general business connected with the development of the national culture. They are presided over by the Director of Education—“*Provveditore agli studi*”—of the province. Each board consists of seven members chosen from among head masters of Secondary Schools, University professors and prominent citizens.

Connected with these regional boards are also disciplinary boards—*consigli di disciplina*—composed of five members and invested with the power of dealing with the disciplinary responsibility of head masters, masters, and teachers in each region.

ELEMENTARY EDUCATION.

There are three groups of elementary schools, viz., preparatory schools for infants, where pupils are received at the age of four and remain for two years; the elementary schools, divided in five classes, and the complementary classes.

The hours for the various subjects have been grouped together with the special aim of leaving as much initiative as possible to the teacher. In the preparatory classes the weekly hours are thirty-five, based on a daily period of six hours, to be reduced to five on Thursdays. Shorter hours can, however, be allowed, provided they are never less than the average stipulated for all elementary schools.

An attempt has been made to give to the first two elementary classes the principal characteristics of infant classes by devoting an equal number of hours to lessons, gardening, intellectual recreations, manual work, games, etc. In the first three classes lessons must not last longer than half an hour, inclusive of regular intervals for rest.

A large place has been given to lessons in artistic studies, especially drawing and singing, as they are considered to be the disciplinary basis of schools. The five weekly hours in the fourth and fifth class are later reduced to three in the sixth and successive classes.

The number of hours devoted to reading and literary exercises in the mother tongue decreases from seven to

six, five, and four, corresponding with the pupil's age, Italian not being a specific subject for study, as it embraces all branches offering continual occasions for acquiring a richer vocabulary and a more correct phraseology, both for talking and writing. Thus, if in the fourth elementary class only five special hours are devoted to the mother tongue, two are given over to physics and natural science, and three to history and geography, these being all lessons that are not included in the curriculum for the preceding classes; in the fifth class a further hour is devoted to elements of law and economics. Two hours weekly are devoted to spelling exercises in the second and third classes.

The new programmes for lessons and the didactic precepts of elementary education are, for the most part, intended as guides. The State points out to the teacher the results that are expected of him at the end of each scholastic year, leaving him full liberty as to the means of obtaining them.

The programmes have been specially devised with a view to compelling the teacher constantly to renew his store of learning by deep study rather than by the scanning of non-instructive manuals written by uninformed authors.

The aim of this educational reform is to eliminate all those pedantic methods which have, for so long, embittered children's school hours. The new programmes insist on the tireless seeking after truth, the skilful enquiry into the mind of the young people, ever tireless in enquiries into the “whys and wherefores”; the absorption in the contemplation of the pictures of life and art; the entering into communication with the spirits of the great souls with the teachers' aid.

Doubtless teachers will find that as a result of these programmes their difficulties will increase, inasmuch as an extensive preparation is called for. But experience will soon prove to them that this very preparation will help to lighten their task. Should they persist in the old dry and pedantic methods, that have up to now largely contributed in lowering the standard of the elementary schools, and have relegated the teachers to an inferior social status, they will lose whatever hold or influence they might hope to gain.

Each teacher must evolve his own method of instruction, aided by the close perusal of educational works wherein authors relate their own experiences. Above all, the teacher will be able to perfect his methods by keeping in close touch with his young folk, by again reading all the works with which he has been familiar all his life, and by the diligent perusal of new authors.

Teachers are warned not to be afraid that their teaching may become pedantic, or difficult of understanding, through their keeping in contact with the great authors; on the contrary, it is assumed that this will give them a true sense of their limitations when in the children's presence. For it is the man who enjoys but a limited amount of culture who wastes his time in senseless readings, and who is most apt to be doctrinaire and to become utterly out of touch with his pupils.

AT THE PLAY.

Romeo and Juliet.

One goes to the Regent Theatre not so much to see the play as the *Juliet* of Miss Gwen Ffrangcon-Davies. "Come Lammas-eve at night shall she be fourteen," says the *Nurse*, and she is, to all intents, "not fourteen"; she has all the charm and grace of innocence and youth—the innocence and youth of a much sheltered child.

And how logical it all is! Given the time and the place, the secluded life, the petting and humouring of the *Nurse*—here was rich soil for a whole garden-full of exotic fancies; given also an object—an object, for it is conceivable that unless *Romeo* had appeared out of the nowhere into here the popinjay *Paris* might have served the purpose for her girlish adoration:—

I'll like to look, if looking liking move.

Miss Ffrangcon-Davies has created an exquisite characterization, and if at times she reminds us vaguely of a picture—Rosetti's "Annunciation"?—that, too, is a representation of innocence and youth—girlish, charming, and tragic.

Inside our programme was a notice that the part of *Romeo* would be taken by Mr. Ernest Milton; I cannot therefore say anything about the performance of Mr. Gielgud, nor whether he too trips and postures through the part—but what else can the moon-struck *Romeo* do,

With tears augmenting the fresh morning dew,

Adding to clouds more clouds with his deep sighs?

In the balcony scene—an austere balcony, lacking any suggestion of the high orchard wall, the silvered fruit tree tops, in a word, of romance, the same balcony indeed from which the musicians have recently sent down their tinkling dance music—he is satisfactorily passionate and restless; with the old apothecary I liked him better, for he was dignified and human; is it to be confessed that I almost did like him lying dead before the tomb?

The *Nurse*, *Mercutio*, the *Friar*, and others are excellently acted, but afterwards it is the tragedy of that young life that we remember as a perfect piece of art; the happy unawakened child going to her party in her pretty green frock; the anguished young wife in flowery trailing robes; the passionate lover, in richer green; the statue in her golden wedding dress coming to life only to die and outwit them all—that is what we carry away with us, and that makes us want to say to her, "Little girl, don't waste your life on that fickle youth who, the minute before he saw you at the ball, was vapouring about a girl called *Rosaline*! Wait till you are older, till you can laugh at life that plays such scurvy tricks!"

For never was a story of more woe

Than this of *Juliet* and her *Romeo*,

and was not the real woe the un-worth-while-ness of the sacrifice?

G. V.

ELECTRICITY AND MAGNETISM FOR ADVANCED STUDENTS: by S. G. Starling. (Longmans. 12s. 6d. net.)

This useful volume, which first appeared in 1912, is now issued in its fourth edition, which is a tribute to its worth for students. The latest edition contains chapters and sections devoted to positive ray analysis, isotopes, and the modern theory of the atom. Numerous examples are appended, chiefly culled from London University Degree examinations, and these should increase the value of the book both for classwork and for private study.

ART.

Doubtless John Singer Sargent is still alive and it is only the National Gallery that deceives us. At the Goupil Galleries exhibition of English contemporaries there are several examples of his work, one of which, No. 34, Venice, is distinctly pleasing. As for the rest, it is impossible not to feel that its proper place is a good illustrated magazine. There we should be able to say "really, you know, this chap is almost too good for magazine work." As it is we more incline to run him down. I do not approve his landscapes in white, gold, and blue. Arras Cathedral in pentilican marble leaves me wondering.

In the same room with these above there is a perfect piece of painting, "At the Stove," by Walter Sickert. The subtlety of the tones is like magic. It seems impossible to believe mud to be capable of such depth, scintillation, and atmosphere. Like all great works it immediately convinces us that this is the only possible way to paint.

In another room I noticed a very likeable John Nash, "View from a window." The red hyacinth is a pleasant stepping off point from which to explore the colour of the wide stretching, swinging landscape. Mr. Nash is learning how to use oil paint. In other rooms he shows some charming water-colours, notably No. 139, "The Moat End." The colour and design are equally sensitive and intriguing, and the statement has an ease which comes from a lively imagination rather than a manual facility. Lucien Pizarro's "The Riggo Brough," is resilient in drawing and mobile in design. M. Meninsky has painted his "Blue Boy" so well that like Balzac's artist he has nearly painted it away. I like Mr. Walter Bayes' hot painting of "A House in Martignes," and also M. Maresco Pierce's experiments in perspective. Mark Gertler's "After Bathing" shows many of the virtues and most of the faults of this attractive anomaly of modern painting. We have, alongside of most attractive colour and significant drawing, the usual inchoate disjunction of the parts and a lack of plastic unity. Mark Gertler is of course a pre-Raphaelite in deep disguise.

Paul Nash has an exhibition at the Leicester Galleries. Many of his drawings are fascinating and full of good rhythms. Particularly fine is No. 118, "The Pine Pond." The drawing of the fence and the way the ground wears it, thus in its turn revealing its own character, evidence a keen insight into the logical inter-dependence of forms. No. 128, "Alice on the Steps," has great depth of form and imagination. The eye travels from the little wind-blown figure in the foreground back and back until the force of the absorbing movement becomes dispersed among the smaller forms of the distance. No. 125, "Winter Pond," with its dimensional apportioning of spaces, is a fine free design. The insistence of the horizontal plane on which the objects stand is interesting. I feel that here Mr. Nash is striving to break new ground. In his oil paint he is not so happy. One wonders if, as it would appear, he hates oil paint so much, why he uses it. Even his design has a way of falling to pieces and his contours die of neglect.

RUPERT LEE.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

III.—GOVERNORS AND CARETAKERS.

MY DEAR W.,

I have received the copies of your School Scheme, prospectus, form of application for admission, etc., which you sent me.

There is nothing unusual in your School Scheme. You express some concern about the clause which empowers your Governing Body to dismiss you without assigning cause by giving you six months notice. You need have no fear. You can rely upon the sense of fair play and justice which characterises Governing Bodies. Only once have I heard of a case where that clause was taken advantage of, and that was many years ago. There are some who contend that this clause is not acted upon sufficiently. Anyhow, the general tendency of a Governing Body is to retain a head master and give him every possible chance, even when it is pretty obvious that a change would do the school good.

It is not often remembered that this clause is connected historically with the clause which is included in your scheme and practically all others and which gives you complete and undisputed authority over school discipline. The combination of the two is an example of the English genius for government. It was discovered early in the control of secondary schools—long before the term "secondary schools" was itself invented (and it is a pity it ever "caught on")—that it was mischievous to interfere with the discipline of a head master by setting up a court of appeal against his decisions. Such interference only weakened his authority and encouraged indiscipline. The job was his, and he should have full power to carry it out in his own way. The wisdom of our ancestors (one never hears this phrase nowadays, worse luck; the present generation seems to believe in the wisdom of children only) therefore evolved the clause which gives the head master complete control over school discipline without any appeal to the Governing Body, except in a case of expulsion (I shall have more to say about that by and by). But what if he abused this power? What if he constantly made mistakes? (An occasional mistake might be overlooked for the sake of the principle—even the best head master is only human and liable to err). What if his discipline became a scandal? The wisdom of our ancestors was quite competent to deal with this difficulty. It knew all there is to know about checks and balances. It put in the clause, empowering the Governing Body to dismiss its head master without assigning cause—a very fair and just solution of the problem. The risk of dismissal without cause assigned is the price which a head master pays for non-interference with his discipline. It is a perfectly fair price, and the system works well.

There is a good bit to say about your prospectus. I want first to make the general remark that a head master cannot take too much care with his school prospectus—in consultation, of course, with his Governing Body. It is a very important document, in that it is the basis of the contract between the school and the parent. All sorts of legal questions arise from it.

Take, for example, the regulation, contained in your prospectus, as it is in the vast majority of prospectuses, that absence without leave for any reason other than illness is regarded as a grave breach of discipline. It is most important to deal with these awkward cases of absence without leave—you are unfortunately sure to have some—in accordance with your legal powers. First of all, I will mention what you must not do, either in these or any other cases. You must not punish the boy for obeying his parents rather than the School—a boy's first duty is to obey his parents. If a boy is absent without leave (except, of course, for illness) owing to his parents' instructions or fault, you can be prosecuted if you punish him. Some head masters, for example _____ of _____ quite recently, have been prosecuted and fined for a mistake of this kind.

Secondly, I will tell you how to act. Immediately on the boy's return after absence without leave, you must suspend him from attendance. I say "immediately," because if there is any substantial delay you may be held to have condoned the offence. The contract made when the boy was admitted has been broken, and there must be a new one. You must send the boy home with a note, calling attention to the breach of discipline and saying that the boy is suspended from attendance until the matter can be satisfactorily adjusted, which means a new contract. An essential condition of return must be an undertaking, preferably written, to observe strictly in future the school regulation with regard to absence, with an expression of regret for the breach of discipline, if possible, though it is not always advisable to insist upon it.

Some breaches of discipline can, and should, in certain circumstances, be condoned. But the head master who condones a breach of the rule with regard to absence without leave is "done." If he makes a single exception, he will land himself in serious difficulties.

Yours, T.

MY DEAR W.,

I was interrupted whilst writing my last letter by one of those disagreeable things that happens to us all these days. A pupil came up to my study and reported the loss of his bicycle. Since the war thefts have been common and schools have suffered as well as banks. You might suppose boys' overcoats and bicycles outside the limits of thieves' activities; but it is not so. This is the age of specialization and there are specialists in the appropriation of bicycles. *Cantabit vacuus coram latrone viator* may have been all very well and a head master may be a *viator*. But the head master in the empty cloakroom or bicycle shed with a small boy asking what is to be done does not feel like singing.

It is nowadays more than ever necessary to have cloak-rooms and bicycle sheds locked. The caretaker or janitor should be held responsible by the head master for the opening and closing of these, and for the safe custody of their contents. This brings me to the

important question of the caretaker. You may if you will make experiments in the appointment of the mere teaching staff. You may even have one or two members of it who are as it were passengers in the coach, like some of your partners in four-ball golf matches. T. tells you that even you yourself may be a failure and asked to leave by the Governors without their assigning a cause. All this though intriguing is trivial; but if the school has an efficient and industrious janitor it is fortunate and will most likely be successful. His appointment is a really serious matter, and you must see to it yourself. A sailor pensioner is a good type of man to get. He has been used to moving at the double and to keeping things "ship shape" in a limited area. He will look up to you as Captain of the ship and he will prevent undesirables from having access to the quarter deck. The various gentlemen and even ladies selling encyclopædias, picture or soap, inviting your attendance at cinemas, or collecting shillings for key recovery societies will find difficulties in getting past a good janitor. In some schools his importance is duly recognised, in many it is felt. I believe that in a great and ancient school in Birmingham the porter is generally acknowledged as only second in power and resource to the head master. But if your caretaker is of the *lucus non lucendo* kind and only takes care not to do anything, you will probably still find him interested in his rate of pay and the absorbing question of "overtime." He has subterranean recesses wherein he lurks from ten to twelve and from two to three. His union is probably the Royal Amalgamated Sons of Rest and he is pledged to do no work between meals.

But in any case if there is a missing bicycle it is wise to communicate at once with the police. You can only catch the thief if you act promptly or he makes the mistake of going to a pawnshop or the police station with it. The left luggage department of the railway companies often affords temporary shelter to stolen machines. And afterwards *lock the cloak-rooms!*

You will find the legal advice of T. always of the greatest value; and the best wish I can give you is that you may never need it. Have you read Anthony Hope's short story "The Riddle of Countess Runa"? It is a parable of teaching. The lady sent to the young king besieging her castle the cryptic message that before he could pass the ramparts he must *carry the citadel*. If the heart of the school is sound the details of government will come right. Mistakes may be made, but they will not be vital. If the head master is strong and cheerful and wants his staff to be strong and cheerful also; if he does the more important tasks of the school himself; if he is a teacher of some one of the more important subjects himself and a guide in the more difficult crises of his colleagues, he will not trouble his Governors over much. Nor will his pupils be inclined to be absent unnecessarily. He may even be able to dismiss a slack caretaker without causing a national upheaval! I hope to amplify this in my next and discuss a head master's duties as a member of a teaching staff, and not as an educational managing director, or a publicity manager or a school shop-walker.

In the meantime get the C.O.P.E.C. Report on Education.

Yours, B.

STORIES FROM OVID.

SALMACIS AND HERMAPHRODITUS.

(Metamorphoses iv. 308-357.)

The naiad Salmacis, living in idleness, fell enamoured of the boy Hermaphroditus and in answer to her prayer was united with him in one body. From this story come the more wanton passages in Shakespeare's Venus and Adonis

No spear she ever holds, no painted quiver;
Never her time in hunting will she pass;
She bathes her comely limbs within her river
And has its water for a looking glass;
With boxwood comb she combs her flowing tresses
And wrapped in lucent robe the herbage presses.

Often she gathers flowers; and on that day
With picking posies she beguiled her leisure,
When she beheld the boy, and lo, straightway
Resolved to take her fill of amorous pleasure.
But first she pranked her dress and smoothed her face,
And called to help her all her beauty's grace.

Then thus did she begin: "A god in sooth,
And if a god, then Cupid here I see!
Happy thy mother and thy sister both,
Happy the nurse who gave her breast to thee!
But happier far than all thy promised bride
Whom thou shalt deign to welcome to thy side.

"If such there be, let mine be stolen joy;
If not, let us in wedlock be united."
So spoke the naiad; but the timid boy
Blushed rosy red, his innocence despited—
For never yet of wedlock had he dreamed—
And as he blushed to her more lovely seemed.

As ofttimes in a sunny orchard close
Half hid by leaves ripe apples we espy;
As painted ivories their whiteness lose;
As the moon reddens in the evening sky
When the loud cymbals clash to bring her aid;
So were the lad's soft cheeks like roses made.

"Give me at least," she cried, "a brother's kiss"—
And sought her arms around his neck to throw.
"Have done," said he, "I love not ways like this;
Have done, or I will leave this place and you."
The nymph affrighted feigned to go away,
And in a neighbouring thicket hidden lay.

The boy imagined that he was alone,
And dipped his feet within the lapping wave;
And stripping naked, now that she was gone,
Prepared in the cool stream his limbs to lave.
Spellbound the maid upon his beauty looked
With eyes ablaze, and scarce concealment brooked.

Then with clapped hands he plunged into the pool
And with alternate strokes began to swim.
An ivory statue set in crystal cool,
A lily seems he on the river's brim.
"Victory!" the naiad cries, her raiment cast,
And swiftly diving holds her captive fast.

F. A. WRIGHT.

COLLEAGUES.

STORIES OF A GIRLS' SCHOOL. IV—RUTH.

Ruth has no degree because her mother was left a widow with two daughters and very little money so that there was no possibility of sending both to college. The mother is entirely dependent on Ruth, but, as often happens, the necessary daughter is not the favourite. The younger sister, Daphne, has always been pampered and adored by both mother and elder daughter, and she is pretty enough to make her resultant selfishness appear charming to many. She was also considered the "clever" one, as she had no notion of concealing her opinions on any subject. Moreover, a slight lisp gave to her most commonplace statements the air of precocity. So she was the one who, by much screwing and scraping and self-denial on the part of the others, was sent to college. She did not do well there, and that originated the idea in her mother's mind that she was not very strong and needed a great deal of fresh air and relaxation, and theatres, and cigarettes, and pretty clothes, and expensive holidays. A year or two later she married a poor man and developed into the very-sorry-for-herself-and-hopelessly-inadequate-but-loving household drudge. From the beginning she was much too busy burning saucepans and crying over them to use her education to increase their income. So Ruth educates and clothes one of the children and is the recipient of all her sister's woes, regrets, and aspirations which a cruel fate has blasted. She is far too loyal and admiring to wonder why these unseasonable aspirations showed no signs of burgeoning until they could count on being untimely nipped. Her mother also sighs and points out what a misfortune it is that, when Daphne was born to shine in so many ways, her brains and beauty should be wasted thus, while Ruth is so obviously cut out to be a useful and hard-working wife.

This digression is not really beside the mark as these two people are the hammer and anvil which have wrought Ruth's soul to its fine temper. They have only harmed her, as far as I can see, in one way. They have beaten into her spirit an incorrigible and really exasperating humility. I admire humility, even angrily admire this extreme of it, but it is an agonising fetter on a sensitive disposition. It is really paralysing in small crises, such as an inspection. Given a sufficient emergency, the sort of emergency which strikes scintillating ideas from the strong, silent hero, I am convinced that Ruth would step calmly to the front and conduct whatever operations there were to a successful issue. But I am equally certain that she would rather die than read prayers, or make a speech. She was born to be the misjudged and neglected heroine of a school story. But life, as I have often noticed, is somehow different, and I do not believe it will reserve even a last chapter apotheosis for Ruth.

She is the only person I have ever met who genuinely upholds the inflexible gradations of a salary scale as in exact accordance with the divine plan. It seems to her not merely arguable, but self-evident, that she being rather less deserving, will continue increasingly less deserving, and will end much less deserving than any human being who has ever gained any sort of a degree. On this and kindred questions alone has she the reputed logical

limitations of the "true woman." She is quite capable of ending any argument on this subject with "I am sure you are right, but I still think —." She was always doubtful if she could be of real use anywhere, but thought there would be the best chance of it in her old school, as people there were used to her. Moreover, she would not be able to feel they were hoodwinked into taking her. So she went straight on from the Sixth Form as a student with a very small salary, and now she wakes in the night with horror at the idea of earning the maximum. After a bad paroxysm of this sort I believe she adjures and beseeches the H.M. to accept her resignation. Really she is a wonderful teacher, unless something awakens her self-consciousness, and she is the most inspired form mistress I have ever known. Almost invariably a mistress who is at home to the high-spirited and intelligent criminal fails with the ordinary and comparatively commonplace but law-abiding citizens. On the other hand one who tends the sheep with surprising success bores the goats to tears. Ruth seems equally successful with both. She has a natural affinity, though she would be shocked at the suggestion, with the intelligent, especially the literary, imaginative and nervy. Yet I suppose the conviction that she is herself commonplace gives her a marvellous sympathy with dullards. They lose their humpishness with her, and put out surprising and vivid shoots. I suppose that starting from the hypothesis that she is as they, she assumes in their minds the wings of her own, and in response the alien feathers grow. If you say to her "You know your So-and-so is a hopeless dolt," she replies with regretful sympathy suddenly changing to eagerness, "Yes, I am afraid she is rather, but do you know she loves Jane Austen," or Gothic architecture, or sea anemones, or Florentine primitives, or something equally unexpected. Believing herself to be one of the meanest and dullest of the species, no wonder Ruth is an optimist about human nature, but the discovery of the unpalatable truth may make her heaven very depressing.

**FROM "THE EDUCATIONAL TIMES"
OF SEVENTY-FIVE YEARS AGO.**

July, 1849.

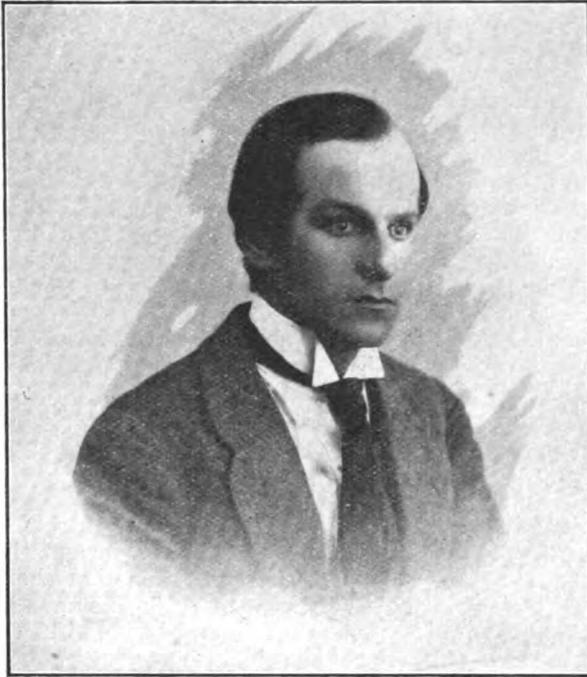
THE CHARTER DINNER. (*From a Report of the General Meeting of the College of Preceptors, Saturday, 23rd June, 1849.*)

"In the evening a dinner took place at the Freemasons' Tavern, in celebration of the successful issue of the efforts of the Council of the College to obtain a Royal Charter. W. Ewart, Esq., M.P. presided, supported by J. Wyld, Esq., M.P.; M. D. Hill, Esq., Q.C.; — Gilbert, Esq.; Rev. R. Wilson, D.D.; Henry Stein Turrell, Esq.; Rev. J. Earle, M.A., etc., etc., and upwards of one hundred gentlemen interested in the cause of education. Letters were received from the Earl of Rosse, Lord Melgund, Lord Nugent, Viscount Ebrington, M. Guizot, Sir J. Romilly, Sir J. W. Lubbock, and a large number of noblemen and members of the House of Commons, stating their regret at their inability to attend."

A FINNISH WOOD-CARVER.

THE ART OF ALBIN KAASINEN.

BY R. PAPE COWL.



ALBIN KAASINEN.

We print below an account of the work of Albin Kaasinen, an artist living in Helsingfors, who has gained fame as a carver in wood. He was born some thirty years ago and early developed a talent for carving figures in wood. While he was still a mere child his work attracted the attention of a local physician, who undertook the cost of his education and training at the Drawing School of Helsingfors. Mr. Kaasinen afterwards returned to his early pursuit of wood-carving and is now well known in Northern Europe as an artist of exceptional individuality and achievement.

Albin Kaasinen's miniature sculptures in wood are probably unique of their kind in subtlety of humour and sheer truth to nature. Kaasinen is a master of the technique of wood-carving; his skill in carving is so assured that it seems more a natural gift than a faculty acquired by long practice and trained in schools of art.

One conceives that Kaasinen began by modelling from life, and that, as his powers of self-expression increased, he passed from portraiture to the delineation of general types. In his most recent period he has learned to dispense with models, for he has found himself as a creative artist of remarkable versatility. A process of evolution is apparent also in the progress Kaasinen's work exhibits, from single figures to groups of figures, and from these to scenes of comedy staging as many as ten or twelve *dramatis personæ*.

To extract full enjoyment from Kaasinen's humour we must approach it with something of connoisseurship. We must envisage it in relation to the medium in which

it is expressed and the technique which defines the mode of its expression. Kaasinen is primarily an artist—a sculptor, if you will—who observes the laws of art as conscientiously as he respects the individuality of the material in which he works. His figures are chiselled with sharp and clean strokes which follow unerringly the bias of the wood; their contours are severe; their surfaces exhibit the natural texture of the material. Kaasinen never resorts to artificial expedients, or attempts to procure an effect that is not legitimately within the reach of the wood-carver. His technique is itself a joy, though its severity may impose restraints upon the exercise of a humorous invention. On the other hand, restraint is a precious attribute of a work of art; and humour takes a keener edge the more strictly it is confined within the bounds of nature.

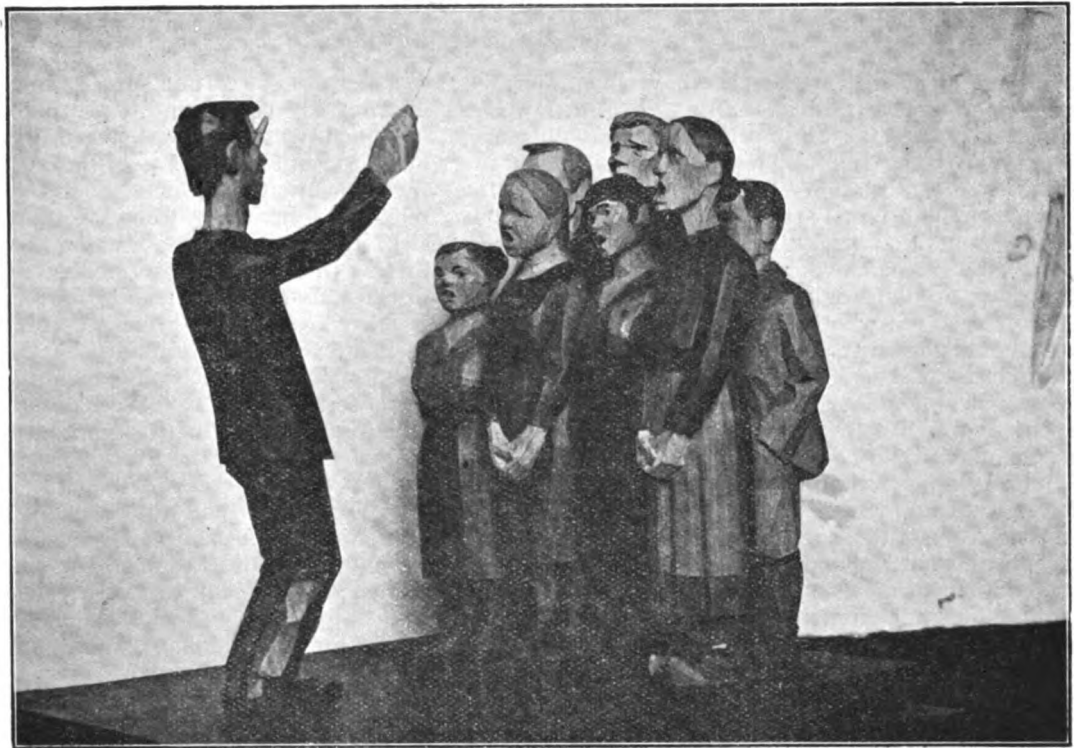
A few of the figures bear descriptive titles that are obviously intended to reveal the identity of their subjects to the initiated. No one can fail to see that the piece entitled "Himself of Karkela Farm," is portraiture. Who could ever have invented this *bonhomme*, this "tun of man," who is so unmistakably a child of the soil? "Our Curate" and "Our Master-Tailor" are also, no doubt, studies from life, but they are at the same time so true to type that one suspects that they owe something of the droll effect they make to the invention of the artist. But may not a spice of *espèglerie* be an antidote against insipidity in portraiture?

The larger groups represent the high water mark of Kaasinen's art. They depict scenes from peasant or middle-class life with a mingling of humour and tenderness that recalls the manner of Charles Dickens; or they satirise contemporary social life and manners. Kaasinen's powers of satire are well exemplified in "The High Justice Sits." A magistrate and his assessor are hearing a case: one of the litigants is pleading his cause with evident emotion: the other litigant listens attentively; he is plainly ill at ease, and just a flicker of a smile plays about his roguish eyes: the jurymen are frankly bored, and are seen lapsing into all the states of somnolence. It is a perfect little scene of comedy, rich in characterization and admirably staged.

It would not be easy to define Kaasinen's humour or to say what are its essential qualities or the sources of its power. It has no element of grotesqueness or caricature; it is not sophisticated or cynical. It has perhaps an analogue in the "sly" humour of our own Chaucer. Kaasinen's humour, like Chaucer's, is nearly allied with insight into human nature and a shrewd perception of idiosyncrasies of feature, deportment, and dress. We are tragical creatures and it is perhaps in the disproportion between the solemn rôles we play to the imagination and the poor rags with which the parts are dressed that the province of humour lies. Here is room for laughter and for tears. Kaasinen's humour provokes laughter, but it has depths of understanding and sympathy that are as balm to the wounds the sense of our insufficiency inflicts upon our pride.

WOOD-CARVINGS BY ALBIN KAASINEN.

*The Village
Choral Society*



*The
Christening.*

SCHOOLCRAFT.

SOME DIFFICULTIES OF TRANSLATION.

By C. M. BOWEN.

We have all heard of the schoolboy who translated *Cæsar omnibus copiis summa diligentia transiit Alpes* by "Cæsar crossed the Alps on the top of the diligence, the omnibus being full." This exemplifies one of the difficulties of translation—that of understanding the meaning of the original; but it is only when this has been overcome that the real difficulty begins. In fact, anyone who has not overcome it can hardly be called a translator at all, for he has nothing to translate.

There are those who hold that a satisfactory translation should not only convey the meaning of the original, but produce the same impression; that an Englishman, for example, should be affected in precisely the same way by an English translation of a French passage as a Frenchman would be by the original French. This is a counsel of perfection, for how can a foreigner tell exactly what impression the French language produces on French ears, or the English language on English ears? The effect his native language has on any man is a complicated affair of memory, association, and habit, which is something different from the most perfect comprehension of its meaning by an outsider.

Probably all that the most efficient translator can do is first to grasp the whole meaning of the passage he has to translate, and then to express it as it would naturally be expressed by anyone speaking the language into which he is translating. The second part of the task is the more difficult, and it would be well if all translators had the courage of the schoolmaster in Mr. Kipling's story, who preferred "By gum!" to "Forsooth" as a rendering of *scilicet*. The unsatisfactoriness of most translations is due to a too rigid adherence to the exact words, and still more to the word-order, of the original, where the idiom of the two languages differs. In a translation of Marcel Prevost's "Les Anges Gardiens" I came across this passage: "The door opens, ushering out the slim form, the dazzling beauty, the twenty years of a young girl." Ridiculous as this sounds in English, it is not quite a literal translation of the original, which has: *Livrant issue à la minceur, à l'éclat, aux vingt ans d'une jeune fille*; but the translator, having decided to alter the French construction thus far, would have done better to cast it aside altogether, and make the opening of the door reveal "the slim form of a girl of twenty, radiantly beautiful."

It is comparatively easy to improve upon a clumsy rendering like this, but sometimes the shade of difference between the two idioms is much more subtle. For instance, there was once set for translation, in the competition page of a magazine, a French passage dealing with the death of a famous general. It described the arrival of the news in Paris, where groups of people collected in the streets lamenting the loss of — "their hero," as the prize-winning translation had it. The French words were *Ce héros*—an expression impossible to translate literally in this context; but, though it is difficult to think of any better rendering than that used by the prize-winner, it is not entirely satisfactory. The context, of course, often makes all the difference to the use of the word; many words which are used in a

specific sense in certain phrases have a slightly altered meaning in other connections, and provide pitfalls for foreigners who are not sufficiently familiar with these fine distinctions. There is the well-known story (for the authenticity of which I do not vouch) of the foreign religious community whose work was to care for the sick, irrespective of creed, and who announced the fact in this wise: "The Brethren of St. — harbour all diseases, and have no respect for religion."

There are occasions when a literal translation, even of a single word, may actually convey a wrong meaning, because of the associations which that word has gathered in the other language. We have in the word "fatherland" an exact English equivalent of the Latin or Italian *patria* and the French *patrie*; but the English for *Pro patria mori* is "To die for one's country," and not "To die for the Fatherland," which, to an Englishman, would not suggest his own country at all. We have another illustration in the recent proposal of the Italian Government to tax the use of foreign words. This, it appears, has met with much opposition from the proprietors of fashionable hotels, who have been accustomed to use the French word *hotel* for their palatial establishments, leaving the Italian word *albergo* for inns of an inferior class.

It is easy enough to account for the associations which have collected round these words; it is something of a mystery, however, why certain words which are perfectly inoffensive in one language should be considered abusive or even obscene when translated into another. It is the same with associations of the opposite kind; terms of endearment can often not be translated literally, and the use of polite forms of address varies considerably in different languages. Most foreigners, for example, commit the solecism of calling an Englishwoman "Miss" in circumstances when it would be perfectly correct to address one of their own countrywomen as *Mademoiselle* or *Frauülein* or *Signorina*; and the stereotyped phrases used at the beginnings and ends of letters need to be learnt in each language without the slightest reference to the forms used in any other.

There is a whole class of words and expressions which are untranslatable because they depend on the grammatical structure of the language in which they are used. It is impossible, for instance, to give in modern English the effect of the change from the second person plural to the singular in languages where a distinction is made in the use of the two forms. Puns, again, are generally impossible to translate, except perhaps into a language so closely allied to the original one that words which have the same meaning are also similar in form. Another thing for which we have no equivalent in English is the use of the diminutive forms in which some languages are so rich; the German —*chen* and the Italian —*ino*, —*ina* can only very clumsily be rendered into English, and it is generally better for the translator to leave them as they stand.

It may be suggested that the reason why we have not these forms in English is because we are, as a nation, reserved and not given to demonstrations of affection.

It is certainly true that the greatest of all difficulties in translation is to convey into any language an idea which is foreign to the people who speak that language. It is said that missionaries translating the Scriptures into the languages of semi-civilised peoples have to use much ingenuity in substituting, for the objects and circumstances mentioned in the Bible, others which are more familiar to their converts. Thus the word "lamb" which occurs so frequently in the New Testament becomes "baby seal" for the Eskimo, and so forth. And even civilised peoples, who may be expected to have a certain stock of ideas in common, show surprising differences of national temperament in the way they express them. At the beginning of August, 1914, I happened to be at Victoria Station when a party of Frenchmen who had been mobilised were leaving for France. They stood in a group on the platform, and, as they waited for the train, they filled up the time by cheering and singing patriotic songs. They called for cheers for France, for England, for the President, the King, and various well-known soldiers and statesmen; then someone unfurled a tricolour and shouted, "*Vive le drapeau!*"

It occurred to me afterwards that that was a thing no Englishman would have said. There is probably not much difference between an Englishman's feelings when he sets out to fight for his country and a Frenchman's in similar circumstances; but we are not as a nation in the habit of referring to our flag, except perhaps in poetry and song. A party of English soldiers leaving for the front would probably have cried: "Are we downhearted?—No!"

GLEANINGS.

A French View of American Education (quoted in "The New Republic" of New York, May 21st, 1924.)

"Our educational skeleton has been rattled again. M. André Morize, French exchange professor at Harvard, has found out, as the observant foreigner is bound to do, that American education is more imposing architecturally than intellectually. He has identified the elective system as the automat theory of education (though he does not use so impolite an epithet, of course) and he has found that the most vital courses are dished up in a concrete bowl.* This is all very real, very sad, and very familiar. Professor Morize must certainly have made the further discovery that a substantial number of his American colleagues, probably a large majority, are more keenly aware of the situation and more deeply chagrined by it than a foreigner can possibly be. But since they view it historically they are not particularly depressed by it. They see that these things are the natural result of the tremendous proliferation of schools in America. The "building program," with its conspicuous trail of modified town halls and mausoleums, is simply a manifestation of sudden and unprecedented growth. The capture of the youth of the land follows, with the inevitable bait of "applied arts" and football. But behind these gaily camouflaging bastions educational sapping is going steadily forward. A new bowl is going up at Brown; but a dozen New England colleges are moving toward athletic deflation. And as to Professor Morize's remark that American schools form character while the French train intelligence: may one inquire if French psychology has established that these things are separate?"

* "Concrete bowl"—Sports Stadium.

A Cricketer on Teaching.

In his excellent little book on "Cricket, Old and New" (Longmans, 6s. net), Mr. A. C. Maclaren, the famous cricketer, has a chapter on "Coaching." From this the following counsels are taken, as being applicable to teaching work of every kind.

"A skilful coach is a man who not only teaches correctly, but also sees where the natural ability in a pupil lies."

"After teaching him all that he can, he will advise the pupil to build up his game on his own natural ability."

"A coach is justifiably rather inclined to teach the game as he himself plays it, but it should always be remembered that no two persons are built alike."

"I have always made a point of never allowing a boy to think that he cannot play, but rather have I found it more profitable to encourage him to the full. I have always ended the lesson by producing the ball that he can hit well, which enables one to end the lesson with a full measure of praise; for the boy must enjoy himself, otherwise he will not bother, and will never make real progress."

"Humour the boy's temperament. A boy is a very reserved young animal and requires to be as carefully handled as a young racehorse if one is to get the best out of him. Never forget that a boy is summing you up all the time that you are summing him up, and that once you gain his confidence nothing will shake it."

"Keep the boy happy. Some boys are quick and some are slower in learning. Don't make the mistake of keeping a boy who is slow to learn some particular stroke too long at one time at the task. Don't let him get stale. If he is making little or no progress send him down balls for the strokes he has already learned and can play well. This will induce a happy spirit and when you go back to the difficult stroke he will approach his task with renewed keenness and a determination to master the new stroke as he has already mastered the old."

"Never get impatient. A boy trying to learn to play cricket is not a criminal, nor is he of set purpose trying to avoid doing what you are telling him to do. He is anxious to carry out your instructions, and sometimes this very anxiety defeats its own object."

"Substitute 'Try this' for 'Don't do that.' Let your instruction be positive, not negative. Anybody can tell a boy not to do what is obviously wrong, but a good coach will explain the right actions to a boy and will not waste time in telling him how many wrong things he is doing. A boy is quick to imitate, and if he is constantly shown the correct actions he will pick them up more quickly than if he is always being pulled up for faults and told of them."

"Praise the boy instead of blaming him. To refrain from blaming him is not enough. You should seek opportunities for praising him."

"Don't talk too much. There is a great art in knowing when to keep one's tongue still when coaching. When a boy has failed to make the correct stroke, he knows as well as you do after he has once been checked. Meet his eye—he will be looking at you—with a smile. That is quite enough. And when he does improve, then you will be able to encourage him with a word of praise."

MUSIC.

NOTES ON RECORDS—VII.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

DELIBES: PRELUDE, MAZURKA, ENTR'ACTE AND VALSE FROM THE "COPPELIA" BALLET MUSIC. ORCHESTRA CONDUCTED BY EUGENE GOOSSENS. (COLUMBIA 901).

The word ballet has at various periods of history included singing, dancing, instrumental music, and acting, in conjunction or separately. In later times it generally signifies music, dancing, and acting (without any vocal expression). The ballet "Coppelia" was founded on Hoffman's story of old Coppelius, the Wizard and Toy-maker.

The music here recorded begins with a prelude, a little introductory piece, in which the horns are noticeable. The strings and other instruments join in and then repeated notes by the brass lead to the mazurka. This is a lively round dance in three-time, which had its origin in a Polish national dance characterised by leaping melodies, jerky rhythm on the first beat, and irregular accents, an accent being frequently found on the weak beat. The mazurka is rather slower than the waltz, and usually contains two or four short parts with each part repeated. It was the gay and unrestrained dance of the Polish people, developed from their national songs and dancing: while the polonaise (more like a march or procession although full of gaiety and courtliness) was the stately dance of the Polish nobility.

Just after the middle of the record a quiet little passage for the oboe is noticeable, and shortly after that the trombones are prominent with a running passage which leads back to the opening theme of the mazurka, accompanied this time by a running bass. A coda concludes the dance.

Entr'acte. An entr'acte (between the acts) is a little interlude played between the acts. The present example is very short, flutes and pizzicato violins are heard in turn, and then a repeated horn note leads to the waltz, which like the other music of this record will easily be followed. The melody of the waltz is first given out by the violins, which are soon joined by the flute and other woodwind.

It is interesting to note that the waltz is an old dance of German origin and for this reason it was often found under the name "Deutsche Tanz."

Delibes was a Frenchman who lived in Paris during the last two-thirds of the 19th century.

Things we have noticed: Ballet, prelude; horns, brass, mazurka, polonaise; oboe, trombones, entr'acte, waltz, Delibes.

Orchestral Concerts for London Children.

Through the generosity of Mr. R. Mayer it has been made possible to provide for London children a series of orchestral concerts such as have been given in Liverpool for some time past. Mr. Adrian Boult acts as conductor of the orchestra and as guide to the youthful audience. In both capacities he is remarkably successful, being able to evoke and to make understood by the children admirable renderings of selections from Mozart, Bach, Bizet, Gluck, and Holst.

HUNGARIAN DANCES, NOS. 5 AND 6. (ORCHESTRA CONDUCTED BY SIR HENRY WOOD), FROM THE PIANO-FORTE ARRANGEMENT BY BRAHMS. (COLUMBIA L.1054.)

These two dances when contrasted with German's English dances from his Henry VIII music (see E.O., Feb., 1924) give a good idea of national characteristics in music. The national music of Hungary owes its traits mainly to the two elements of its people: the Magyars, descendants of the ancient Scythians of Tartar-Mongolian stock (Eastern) and the Gipsies. Some of its characteristics are jerky rhythms, fitful pace bespeaking an emotional folk, with very often a rhythmic snap similar to that often found in Scotch and Norwegian tunes, and scale peculiarities due to Eastern influence. The rhythmic freedom of Hungarian music is probably due to its development without the restraining influence under which Western music developed, namely the vocal music of the 16th and 17th centuries, an influence which, by its strict rules and boundaries, fettered the growth of rhythm.

Brahms constructed his collection of Hungarian dances out of the folk-songs of the Magyars as interpreted by the Gipsies, who for centuries were the musicians of Hungary. The characteristics mentioned above may be noticed without difficulty in these two examples. A concertina-like effect in the orchestral scoring of the chords in the middle of No. 5 may be also noticed.

Brahms was born at Hamburg and lived in Germany during the latter two-thirds of the 19th century.

Bach (end of 17th and half of 18th centuries), Beethoven (end of 18th and a third of the 19th century), and Brahms are often spoken of as "the three B's."

Things we have noticed: National music, English music, Hungarian music, Scotch and Norwegian music; Hungarian Dances, Brahms; the three B's.

Dalcroze Eurhythmics.

Monsieur Jaques-Dalcroze is giving two Lecture-Demonstrations at the British Empire Exhibition, Wembley, under the auspices of the Dalcroze School, as follows:

THURSDAY, JULY 10TH, AT 8 P.M.—Illustrations by students from the Training Department of the School.

The Right Honourable Charles Trevelyan, President of the Board of Education, has kindly promised to take the chair (Parliamentary duties permitting).

SATURDAY, JULY 12TH, AT 2-30 P.M.—Illustrations (to include Language Eurhythmics) by girls from Moira House School, Eastbourne.

Monsieur Jaques-Dalcroze, who is normally resident in Geneva, will spend the coming winter in Paris, with the object of organising Training Courses for teachers of his method, and special classes for artists (music, the stage, dance). Monsieur Dalcroze will continue to inspect the Institut Jaques-Dalcroze, Geneva, and the London School of Dalcroze Eurhythmics.

SUPPLEMENT.**HEAD MISTRESSES IN CONFERENCE.**

A Report of the Annual Conference of the Association of Head Mistresses (Incorporated), held in the County Secondary School, Putney, Friday and Saturday, June 13th and 14th, 1924.

A JUBILEE CONFERENCE.

The Conference this year was a "Jubilee," and an occasion for looking both back and forth. Miss E. Addison Phillips had delved into the archives and had found treasure which she had woven into a fascinating sketch, while the President had the difficult task of looking into the future.

The Conference was welcomed by Miss Fanner, the hostess, whose fine school was the object of admiration, not to say envy (though a whisper was heard that Wimbledon ran it very close) and by Mr. G. H. Gater, who emphasized the importance of co-operation between the administration and the schools. Such a body as that Association should certainly be consulted in all matters affecting proposals which, after all, had to be carried out in the schools. They were working, he added, in a more favourable educational atmosphere, an atmosphere of reality.

Congratulations had been received from the Associations of Head Masters, Assistant Masters, and Assistant Mistresses, and from the Art Teachers' Guild, as well as from absent members.

A beautiful wreath had been placed on a large photograph of Miss Buss, which stood on the platform throughout the Conference.

A paper which roused considerable interest in the daily press was that by Miss Broome, whose models of rooms, made to scale for the purpose of teaching domestic science, were exhibited.

Arising out of Miss Tucker's resolution, the President invited members to send any available information to the Secretary (29, Gordon Square), to be placed at the disposal of the Association.

Miss Gwatkin's thoughtful paper on "Imagination" was much appreciated.

The sermon by the Dean of Bristol at the Temple Church was felt to be peculiarly sympathetic, and the beautiful music was greatly appreciated.

In a short discussion arising out of the paper by Miss Morant, Miss Varley (Penzance County School) said that Sir Arthur Quiller-Couch, Chairman of the Higher Education Committee, desired to see Latin taught as the language before French, so that girls on leaving after four years might read Virgil with pleasure; and Miss Fox (Beckenham County School) said that with five years this was perfectly possible.

The beneficial effect on assistant mistresses of judicious praise was referred to by Miss Ashe (Godolphin School, Salisbury) in a brief discussion after Miss Leahy's paper, and Miss Douglas said that the most important part of the work of a Head Mistress was her friendly association with her staff out of school hours.

The votes of thanks included a very warm one to the hostess, her staff, and pupils, who had made and carried out such admirable arrangements for the Conference; and tea in the gymnasium brought one of the most successful Conferences in the history of the Association to a pleasant close.

PROGRAMME (ABRIDGED).

Friday:—

MINUTES OF LAST ANNUAL MEETING.

ADOPTION OF REPORTS of Sub-Committees and Joint Committees, etc., taken *en bloc*. Preliminary discussion on the Second Examination, arising out of resolutions in the Examinations Report.

ELECTION OF ASSOCIATE MEMBERS: Miss Reta Oldham, O.B.E., M.A. (late Head Mistress of the Streatham Hill High School), proposed by the President. Miss Hewett, B.Sc. (late Head Mistress of the Walthamstow County High School), proposed by Miss Douglas (ex-President).

THE POSITION OF SCHOOL COMPANIES OF GIRL GUIDES: Proposed by Miss Hall, M.A. (Loughton High School), seconded by Miss Boys, M.A. (St. Margaret's, Bushey):

"That the Association of Head Mistresses desires to express its sympathy with the Girl Guide Movement; but is of opinion that with a less rigid organisation of School Companies its usefulness within the secondary schools and as a factor in the national life would be increased."

Carried with several dissentients.

AN EXPERIMENT IN TRAINING FOR HOME-MAKING: Miss Broome, M.A. (Enfield County School). Models were on view in the Botanical Department.

THE PAST FIFTY YEARS: Miss E. Addison Phillips, M.A. (Clifton High School).

PROVISION OF PECUNIARY HELP TO MEET EXCEPTIONAL CASES OF NEED: Miss Tucker, M.A. (County Secondary School, Fulham), seconded by Miss Horne (Kensington High School):

"That it is desirable that in every school a fund should be provided from which pupils might receive help in case of unexpected need."

Carried *nem. con.*

THE TRAINING OF GIRLS IN A SENSE OF RESPONSIBILITY TOWARDS THE COMMUNITY: Miss C. M. Taylor, M.A. (Northampton School for Girls).

IMAGINATION: Miss Gwatkin, M.A. (Streatham Hill High School).

RECEPTION at the County Hall by the Chairman of the Education Committee, L.C.C. (Mrs. Wilton Phipps).

CONFERENCE SERVICE in the Temple Church: The Dean of Bristol.

Saturday:—

THE DANGERS OF UNDER-STAFFING: proposed by Miss Morant (County Secondary School, Kentish Town), seconded by Miss Chetham-Strode, B.A. (Grey Coat Hospital):

"That whilst the Conference deprecates any rigid standard of staffing, it considers that the staffing of one assistant mistress to twenty-two girls, even with extra allowance for girls over sixteen, is entirely inadequate, even in the largest schools, and that if it continues the efficiency of the schools will be lowered and both mistresses and pupils must suffer."

Carried *nem. con.*

THE PECULIAR DIFFICULTIES OF SMALL COUNTRY SCHOOLS: Miss Sunderland-Taylor, M.A. (Stamford High School).

RESOLUTION proposed by Miss Crosthwaite, B.Sc. (Colchester County School), seconded by Miss Prideaux (Wisbech High School):

"That in the interests of Education it is desirable that teachers should be able to pass freely from one school, and from one type of school, to another."

Carried *nem. con.*

THE HEAD MISTRESS AND THE STAFF: Miss Leahy, M.A. (Croydon High School). It was requested that this paper should not be reported.

THE PRESIDENT'S ADDRESS: "The Next Fifty Years."
OUTLINE OF A SCHEME OF NATIONAL EDUCATION: Miss De Zouche, M.A. (Wolverhampton High School).

THE PRESIDENT'S ADDRESS.

"The Next Fifty Years."

We have arrived at a critical moment in history. Life has new difficulties for us all. Our children will soon be face to face with a sterner world than the world in which we grew up, and the problems we—with but indifferent success—have faced are simplicity itself compared with the problems that lie awaiting them. To meet a more exacting need, a new spirit is quietly coming into our midst. It gives us courage to hope; it will give our children courage to achieve. Is not the new spirit as pitiful but more valiant, as generous but more energetic and energising, perhaps more intolerant of wrong than the last generation, and more sure that there is no necessary evil? Will this spirit bring new life to us and a more disciplined vigour to those that shall come after us? Will they see duty more clearly? Will they realise more vividly that we all are children of one Father and that we must help one another as brothers and sisters help one another, with no sense of condescension or of patronage? If this new spirit is indeed already at work in our midst, what is the peculiar task that we as teachers must perform in the years that lie before us? At the end of the next fifty years what account shall be given of the ten talents entrusted to us?

As I look along those years that will lead us up to 1974 and ask myself what new incentive can we find for industry, what steadying influence for the irritability of labour, what moderating force to control extravagance and luxury, what stable foundations for prosperity in which all can share, what source of happiness to which all can find access—I can see but one answer: we teachers must think first of the home.

We are truly rich: we may not have much money (and we may be sure that no one will ever take up the teaching profession to make his fortune), but we are rich, for we have in abundance the little luxuries that give us the spiritual security for a home. A large part of this wealth of ours need not cost much to acquire. We spend nothing to guard it; and we need never let it diminish in value through lapse of time. It buys for us peace and courage and the power to live happily though life should seem hard and unkind. The home spirit rejoices in these treasures. They are his good friends. Is there any reason why they should not be multiplied throughout the land, so that before our new half-century has ended we shall have a people of home makers such as England has not known before? Is there any reason why every boy and girl in the kingdom should not be travelling on the road to the things that are more excellent? There is of course the plain man's pocket. It is not easy for the plain man to understand that there is any commercial value in the things that are more excellent. We teachers must not despise commercial value. We must get the plain man to believe that he will be a gainer in the long run—not a loser—if, for example, boys and girls read so as to enjoy reading. Shakespeare may even help the boy to remain contentedly in the plain man's business, for when office hours are over—there is Shakespeare. When we have convinced the plain man that this is true it will not be so hard to convince him that teachers cannot interest a big

crowd of boys in Shakespeare: there must be classes of very much less than fifty or sixty boys. Music that will be an inspiration and happiness, true enjoyment of beautiful form and colour—these can be taught or caught if only the teacher has fair play. It is the best teacher who loses most by the penny wise, pound foolish, plans that so long have guided the plain man and his friends: may the coming fifty years bring the truer wisdom; may they enable the teacher to give his best to the children without hampering and even paralysing conditions that have so long prevailed.

But the learning that comes through the purely intellectual and æsthetic faculties is not enough. Every child has a right to the indulgence of a child's love of play; but have they not a right to play in safe places and in fresh air? I hope that 1974 will see a great playground set apart for every school, where the most perfect discipline is practised in our incomparable English games. I have in mind always the home life of the boy or girl as the true end of all education.

We are always making school more and more attractive to the children, and yet it is our heart's desire to foster and cherish their loyalty to home. It is our task to send out into the world those who will be fathers and mothers of happy, well-cared-for children, true makers of homes. Perhaps we know that their own homes were far from perfect; and they know that we know it. We must use all the delicate tact we possess to keep the ideal of a home alive in the hearts of these children.

There is a large class of children for whom I hope that the next fifty years will do much. I mean the dunces or dull children that, under so many names, we all know so well and treat so badly. I see some hope for them because I know that some of us are beginning to be uneasily conscious that it is *we*, not they, who fail. Whatever we call them, we may very properly call ourselves stupid if we cannot find some medium of intercourse between our minds and theirs. Long before fifty years have passed by I hope that we shall have repented in dust and ashes for the way in which we have treated these children. The bed of Procrustes was never meant for them. Our narrow views of education, our timidity, our conservatism, have all united to do them a grave injustice. Some of them have had another chance. The school of life found them apter pupils and gave them the promotion that we refused. Will the new half-century close upon one single school where our bad, unfair methods of judging and our unscientific, unjust choice of subjects are still to be found? Or shall we have some well-devised tests for finding out what is the mental equipment of each child and then a well-planned course of training for every kind of energy?

Education as I envisage it is one and indivisible. There is no teacher that may not need to ask himself whether he is helping to build up or to destroy the homes of his pupils, whether we are teaching the children of the artisan, the millionaire, the peasant, the duke, or the dustman.

Yet I do not hope to see more uniformity in the years that lie ahead. Unity of purpose does not involve



*Miss Frances Mary Buss,
Founder of the Association.*

uniformity of method. Freedom is the native air of the teacher. Our best work is done only when we have scope for initiative and choice of means. Our freedom is very dear to us, and we must guard it and hand it on, unimpaired to those who shall take our place by and by. I hope there will always be at least as much variety as we have now; and, perhaps, some new types of school of which we have not even dreamed.

The new spirit bids us lay aside all our notions of privilege and importance. It summons us to range ourselves with our brothers and sisters in their joys and sorrows, in their failure and success, and to make their enemies our enemies. Because we are called and chosen to be teachers it inspires in us the ambition to give each generation of children a better start in life. It prompts us to hold ourselves accountable for the best training of every faculty with which the children are endowed. It forbids us to reject any because we do not easily find the way by which to help them. It pleads with us to plead with those who have power, so that whoever must go bare the children may not be stinted. It points to us the way out of the vicious circle with which education has been encompassed. It shows us how to set a truer value upon things of the mind; but it shows us too that the mind must have a healthy body wherein to work. It convinces us that the richest and strongest nation is the happiest nation, and the happiest is the nation that has the happiest homes. What are we to call this new spirit? Is it indeed new? Is it not of time-less age, for is it not, perhaps, only one manifestation for our day of the Spirit of God?

THE PAST FIFTY YEARS.

MISS E. ADDISON PHILLIPS, M.A. (Clifton High School).

The history of the Association, said Miss Addison Phillips, fell into two pretty clearly defined periods. The keynote of the nineteenth century, it had been pointed out, was individualism; the dominant note of the twentieth, in almost all fields of human endeavour, was organisation, and this spirit affected education to a very marked degree. To most minds individualism was the more attractive, even if it had its roots in chaos, and there was great fascination in the story of those early days when individuality, personality, character—call it what you would—counted more than anything, when the human touch was so noticeable and the official so delightfully absent.

“Miss Beale and I think we must form an Association of Head Mistresses and hold conferences in order to decide what we ought to assert and what surrender,” wrote Miss Buss in 1874; and in response to her invitation eight notable head mistresses gathered together in her house at Primrose Hill and resolved to form themselves into an “Association of Head Mistresses of Endowed and Proprietary Schools,” and also “that no school can work satisfactorily unless the Head Mistress be entirely responsible for its internal management.” Miss Buss was elected president, an office which she held until her death.

In those early days, dress—a subject practically taboo to-day—was given serious consideration. The bad effect of fashion in dress on girls’ health and development was to be counteracted “by the example of assistant mistresses, physiological lectures, and ridicule!”

The work of the Endowed Schools Commissioners on Endowed Schools, the extension of the Girls’ Public Day School Trust and the foundation of Church High Schools caused a rapid increase of membership. When the Association numbered fifty, heads were shaken; “getting too big” it was said. But Miss Buss welcomed all.

From 1900 onward the subject of “State action with regard to Education” had had its place on the programme of every conference. The attitude of twenty years ago seemed strange to an association which to-day had accepted the principle of the highway from the elementary school to the University. “I myself,” stated Miss Easton in 1904, “have sent an elementary scholar to the university who was satisfactory!”

The years 1912 and 1918 stood out as milestones in the journey of education. In 1912 the Registration Council was established; in 1918 an Education Act was placed upon the Statute Book which satisfied the aspirations of many generations of educationists; we were, however, compelled to wait for its full fruition, since the Geddes Axe fell heavily, mistaken in its incidence, on the neck of educational reform.

Looking back one could perceive a continuity of policy and consistency of purpose: for girls a liberal education under the best conditions, and for the teachers a rightful recognition as members of a learned profession. The Association had worked loyally with the Government during this last quarter of a century, and its deliberations had been temperate in tone and free from recklessness.

THE PECULIAR DIFFICULTIES OF SMALL SCHOOLS.

MISS SUNDERLAND-TAYLOR, M.A. (Stamford High School).

The real anomaly in the position of the small country school is that, though its difficulties and limitations jump to the eye, and though theoretically it would be admitted that less should be expected from it on this account, the hard fact remains that it must necessarily attempt to fulfil a good many more functions than the infinitely better equipped town school because in actual practice it must seek to provide for the wants of children who would be distributed among a number of schools in a town area. It has to cater for girls who would, in a town, be divided among central, higher grade, county secondary, technical, and high schools of the older type. Internal organisation is further complicated by the separate time tables necessary to meet the requirements of (a) town girls, (b) train and country girls who bicycle in, (c) boarders. Some of us have to deal with three railway lines; some girls must miss the first lesson, others cannot stay for the last. Preparation is very difficult; one head mistress of a northern school suggests the old-time Scotch dominie plan—the older pupils helping the younger! Growing girls who bicycle twelve or fifteen miles a day in all weathers with a bag of books are a very difficult proposition; they are too tired out, and one cannot bring them into the social life of the school, expect them to take part in games, swimming, clubs, societies, acting, or entertainments. The boarders are as a rule sacrificed to the two other sets; in the winter exercise is impossible till 3 or 3-30 p.m., then lessons till 5 p.m., because the train and country girls must all go at 3.45 p.m., and the time table becomes a series of compromises.

One of the greatest difficulties is that of attracting a really good staff, a feature which is worth considering in more detail because it could be remedied. It is possible that the head mistresses of many of the big town schools, numbers of whose girls enter the teaching profession every year, do not quite realise what an enormous proportion of them—especially if they are at all brilliant—regard London as their Mecca, or, failing that, one of the other very big towns, and that they take for granted that they ought to try for a first post in as big a school as possible, and a school organised as completely, and shall I say as luxuriously, as that in which they were educated. The advantages of this course are apparent to any girl. She will find herself the third or fourth specialist in her subject, and is able to work under the guidance and direction of the head of the department, with results that are no doubt beneficial as far as her actual teaching is concerned. The disadvantages are not likely to present themselves to a beginner. She does not realise that she is limiting her experience to one type of school; that she will have little scope for initiative in planning syllabuses and courses of work; that on a big staff the senior members are naturally anxious to undertake all the responsibilities which may increase their chances of gaining head mistress-ships. It is likely to be several years before the average young mistress can make much of a position for herself either on the staff or with the girls, so that the tendency is for her to become a mere specialist. I am, of course, aware that the older members of the

staff have no deliberate intention of keeping the young beginners in the background—in fact the seniors are very kindly as a rule—and the head mistress no doubt makes an effort to vary the girl's teaching and experience as much as she can; but on a big staff it is not always easy to avoid these drawbacks, I think. On a small staff it is inevitable that everyone should share the responsibilities from the first, so that at the end of the first term a beginner has had to deal with a number of difficulties which might not have come her way at all in a big school for some considerable time. Many of us would be glad to know whether head mistresses of big schools consider that their old girls would be at some disadvantage in beginning their teaching career in country schools. I have some fear that this may sound like "special pleading" and a lazy way of reducing one's difficulties in making new appointments, but I really believe that the benefits might be mutual. A first head mistress-ship usually is held in a school of the type we are discussing, and a young head who has never in her life, either as girl or assistant mistress, had to learn to use makeshifts when there was not unlimited money for apparatus and equipment, who has never experienced the organisation for sets of town and country girls, and other difficulties of this kind, often has a rather bitter awakening and may make blunders which it takes her years to retrieve.

To an audience of head mistresses it is not necessary to point out that if a girl begins her teaching career in a country school she should feel herself obliged to stay for, say, four years. I cannot imagine that even in a large school with a strong staff a head like a young beginner who comes for two years and, having made all her preliminary mistakes and having learnt an enormous amount at the expense of the children, announces her intention of leaving that she may increase her experience elsewhere. And if this is tiresome in large schools, it is infinitely worse on a small staff. It would sometimes appear that college authorities encourage the idea that two years is long enough for a first post; if so, it must be because they have not perhaps any intimate knowledge of the working of schools and do not realise that this is not fair treatment.

The limitation which oppresses the majority of head mistresses most is, I think, the difficulty of varying the curriculum sufficiently to do justice to different types—really scholarly people, the larger group with artistic tendencies, and the largest set, who are practical. Probably there are no parallel forms; we have the quick clever child becoming bored, and therefore often naughty, kept back lest the waters close altogether over the head of her incredibly slow neighbour. Being women, I suppose we feel it impossible to desert the stupid child, and thereby amaze the average man! Curriculum will be simplified when we are allowed greater variety in examination subjects; that must, I think, be our main hope; but it cannot entirely solve one of the chief difficulties, that of giving the sixth form a fair chance. It is almost impossible to organise the teaching for more than one advanced course, and one is beset with nice ethical problems. Another problem is the inclusion of



*Miss Louisa Brough,
The First Secretary of the Association.*

Latin for those going on to the University. It is difficult to be sure that short intensive courses late in school life constitute the best plan.

We need hostels cheap enough for free-placers and county scholars ; is it possible that these could be financed by governors or the local authority? The present plan is to place girls in lodgings, always with people who want to add to their income, and the conditions, as a rule, are unsuitable as regards health, baths, meals, and discipline.

It is obvious that the school must set out to supplement by every means in its power the cramping and restricting environment of many of its children from isolated villages in agricultural districts, schools of thirty children, under head mistresses of the old uncertificated type. It is impossible to exaggerate the intellectual poverty of village life in many remote districts still. When interviewing free-placers it is possible to try and find out what they do with their leisure. Many intelligent children have never been to a big town or seen the sea ; their reading is practically restricted to Sunday newspapers of a sensational type ; they have had hardly any books or music, and they have no knowledge of pictures.

Our music mistresses should be good performers ; Eisteddfods are a remarkable stimulus ; good gramophones, projectoscopes, reproductions of good pictures on post cards, lectures by outside lecturers, with lanterns, wireless, school journeys—are all helpful. In towns we seek to avoid meretricious excitements ; in the country, to arouse from lethargy.

INTERCHANGE OF TEACHERS.

Miss Crosthwaite, B.Sc. (Colchester County School), speaking to the resolution in her name, said that where economy was the deciding factor in the educational policy of authorities there was a tendency to get rid of those teachers who were high up in the scale. She was of opinion that change increased efficiency, but the tendency was for the younger teachers to change too frequently, while the older ones were obliged to stay on often in uncongenial posts. Some means must be found by which these older teachers might change their posts if and when desirable. In the interchange of teachers between schools of a different type, the difficulty was that the salaries and qualifications accepted by one branch of the teaching profession were different from those accepted by the other.

Miss Prideaux (Wisbech High School) seconding, referred to the advantage to both secondary and elementary schools of an interchange of teachers. Some had had experience of ex-elementary school teachers as colleagues, and had valued their experience in another type of school no less than their services in their own. But there was an insuperable bar to an ex-secondary school teacher joining the staff of an elementary school in any capacity which would recognise either her training or experience, since without the Government certificate no one could occupy a position in an elementary school other than that of an uncertificated teacher. A university degree and a training diploma were of no account. The Board had so far modified its demands that it had agreed to accept a year's course of training, but a further test must be undertaken before the mistress could take up the position of a Head Teacher. The certificate required endorsement, and to secure this forty weeks' experience in an elementary school were necessary. The result of the position taken up by the Board was to stereotype unduly the preparation of the teacher for the particular type of school, and to bar the gate of the elementary school to teachers of wider intellectual attainments, and this policy seemed particularly disastrous in Central Schools.

Miss Fanner (County Secondary School, Putney) said she did not want in any way to controvert the desirability of passage from one school to another, but to state the position of the Board. The Board did not wish to lower its standard, and therefore it accepted as certificated teachers only those who had been trained. A degree and a training certificate were accepted according to the elementary code, but not a degree without training. A Froebel certificate was accepted if taken under approved conditions, but not a Higher Local certificate and a year's training (which had been suggested to the Departmental Committee on Training). The suggestion that these should be accepted as sufficient was in her opinion a dangerous one, since it meant that a teacher could be qualified at the age of nineteen. The headships of the Central Schools were the highest prizes in the elementary schools, and the requirement of a year's experience for the post of a Head Teacher had seemed both to her and to the President a very moderate one.

THE DANGERS OF UNDER-STAFFING.

MISS MORANT (*County Secondary School, Kentish Town*).

This subject is occasioned by the tendency of many educational authorities to insist that the maximum staffing in any school should be one mistress to twenty-two girls. Though all schools are not yet cut down to this ratio, the staffs of a sufficient number of schools have been reduced to afford some evidence as to the effect of this reduction. There is, I think, no doubt that the work in these schools is being crippled. It is always difficult for those outside a profession to understand the demands that profession makes upon those who practise it. This is especially true of education. In spite of the growing interest in education and the many books written about it, there are still too many, even of those who administer education, who think of it as the imparting of knowledge. They picture the teacher standing behind a counter delivering some neat packets of knowledge which the pupil docilely digests; some such idea as this is—sub-consciously, possibly—in the minds of many who urge a cutting down of staff. But even taking education as the attainment of knowledge (as of course it is in part) there is strong evidence that the pupils of those schools upon which the axe has fallen are already giving to their pupils even less knowledge than before.

In answer to a questionnaire that I sent round to the schools asking those whose staffs had been cut down whether they had had to curtail the actual teaching of subjects, I found that in one case French (owing to a French mistress leaving) had had to be postponed for a year; another school had had to drop German. In many schools French, mathematics, and even science are taken in forms, instead of in smaller divisions; the grading therefore of the pupils cannot be very efficient and the weaker pupils must in consequence suffer. Singing and art have been cut out in some forms, so that girls have to drop these subjects for a whole year or more and do not make up by intensive work later. In some schools gymnastic classes have been lessened and all remedial work dropped. In one school the commercial work of the Sixth Form has ceased, and consequently the girls have left to go to outside "Commercial Schools"; in another the seminar work in an advanced course has been cut out. The choice of subjects in a Sixth Form has been curtailed; and in another school the whole of the Sixth Form work has suffered. In some cases the needlework has to be taught by various mistresses who are unskilled in that subject. Singing has to be taken in large classes, and the ear-training has in consequence to be neglected. There is often less written work set; and one school finds that there does not seem to be enough time to correct careless methods of speech and writing. In most schools coachings have had to be dropped, though in some cases parents are able to afford to pay for such coachings from people outside the school. There is no doubt that even the quantity and quality of knowledge gained by the pupils is impaired.

I have been dealing, however, with only one part of school life. All schools have many activities outside the actual class-work—houses, dramatic, scientific, literary, or musical societies and such like. These, for the present, owing to the generosity of the staff, have in the main not been cut down; but should the low staffing continue the strain of this extra work will be increasingly

felt, and more than one school is already finding a difficulty in starting new activities—such as war-saving departments—owing to the staff being over-burdened.

A more serious effect, however, is on the staff themselves, and this is serious because it reacts on the children. It is difficult to gauge how much illness and break-down is due to real hard work, and still more how far tiredness and lack of tone are caused by the work; but there is a rather widespread feeling that these have been some of the effects of the new staffing.

More serious still is the increasing difficulty that the mistress has of finding time for reading, or for any activities or recreation outside the school. Only last year we had a most valuable paper from Miss Oldham urging all teachers to keep themselves in touch with the outside world so as to be able to fit their pupils for fuller life and right citizenship later. How is the mistress to do this when she is so overburdened with actual work as to have little or no time even to keep up or advance her knowledge of her own subject, and still less to keep in touch with the outside world? In time the teaching will become stale, and even the moral tone of the school becomes lowered when the mistress has lost her zest and joyousness, and work has become a burden.

But the work of a teacher is not only to impart fresh and living knowledge, and to be in touch with life. She must know her pupils. She must have time to think over the girls in her form; she must see when a girl is getting tired or "upish," or despondent, or slack; and she must have time to help a pupil directly, or perhaps more often indirectly, over some of the difficult stages of a girl's life. This becomes impossible if the mistress is herself over-burdened and over-worked, and if the springs of her own life are running dry.

It is essential therefore, if the school is really to help the young—as it can—that above all things it should be generously staffed. While the actual ratio of staff to pupils must vary owing to the varying needs of the schools, the ratio of one mistress to twenty-two girls is inadequate for any school. It is therefore with confidence that I ask this conference to pass the resolution.

Miss Chetham-Strode, B.A. (Grey Coat Hospital) in seconding, said harm was done to all manner of educational experiments through the reduction of staff; it meant also that the best teaching must be given to examination girls, which meant that the "B" girls had to suffer; it caused extra strain on the staff, which in turn reacted on the children, and brought about the sacrifice on the altar of economy of those parts of the curriculum which did not bear directly upon examinations.

After the discussion the following resolution was carried without dissent:

"That whilst the Conference deprecates any rigid standard of staffing, it considers that the staffing of one assistant mistress to twenty-two girls, even with extra allowance for girls over sixteen, is entirely inadequate, even in the largest schools, and that if it continues the efficiency of the schools will be lowered and both mistresses and pupils must suffer."

OUTLINE OF A SCHEME OF NATIONAL EDUCATION.

MISS DE ZOUCHE, M.A. (Wolverhampton High School).

A considerable part of the paper was devoted to Mr. Tawney's pamphlets. The present state of things, Miss De Zouche remarked, was not ideal. All forms of education should be considered as parts of a single whole, an organic, public, and truly national educational system. The great mass of the children of the country were capable of profiting by full-time education up to the age of sixteen at least ; and it was consistent neither with logic nor humanity that they should not have it.

She desired to see a national provision of schools which would collectively give adequate accommodation for all children up to the age of sixteen, and would carry a fair number on to seventeen or eighteen. These schools would vary in type, age-range, and curriculum ; they would be, in the main, self-contained units with scope for internal variety and freedom of organisation and with a school-life long enough for both school and child to give and receive the greatest benefit. They would be in close and friendly organic relation one with another, with the special educational needs of the locality and the central national educational life. There would be ample development of such ancillary services as special schools, and particularly the school medical service. There would be part-time continuation schools (16—18). This provision would be free of all charge, though fee-paying schools would continue to exist, to be recognised, and to receive grants. These units, she hoped, would be kept as small as was consistent with common sense " principles of organisation," that

the personal relations and mutual knowledge of teacher and pupils might be as full as possible. Systematic provision would be made for the co-operation of parents with the school staff. It would, she hoped, be possible somehow to ensure that the teachers, whose work was no more nor less than the training of the next generation for full citizenship, should themselves lead a fuller and more natural civic life, knowing its practice as well as its theory, from which they were now so often isolated.

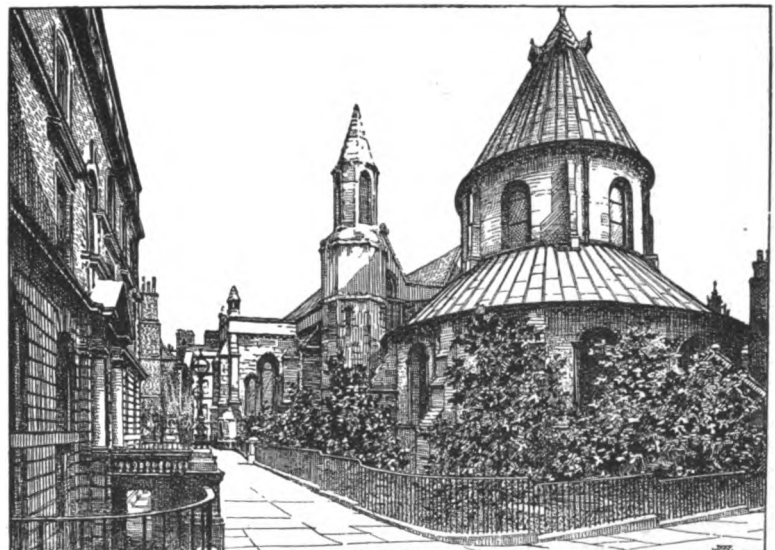
For educational administration she believed the present union of local and central control was most in keeping with our national institutions and gave the best hope for that diversity in uniformity which was so greatly to be desired ; it would become more and more possible as the best fitted men and women came forward more freely to take part in the work.

The estimates might alarm the business men, but it must be remembered that ill-health and ignorance were a burden which no society could afford to carry, and that education which diminished them was an investment. We were reminded of the colossal amounts expended unproductively—the nation's annual drink bill of four hundred million ; if this was the sort of thing the nation liked, it could not in reason argue that it was a question of not being able to afford money for education. A distinguished General recently bade school children be ready for " the next war." Money would be poured out like water at time of need ; surely the time had come when peace could be armed for her work as efficiently as war ?

THE TEMPLE CHURCH.

*Where the Conference Service
was held,
when the Dean of Bristol
was the Preacher.*

*(From the
" Little Guide to the Temple."
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RESPONSIBILITY TOWARDS THE COMMUNITY.

MISS C. M. TAYLOR, M.A. (*Northampton School for Girls*).

While no set of phrases that I have heard or read can adequately sum up our aims, I am becoming more and more convinced that in all our training we must be increasingly conscious of ourselves as members of a community, and even more conscious than perhaps we are of the girls in their relation to other people.

Of many of our girls it is true to say that with us, if anywhere, they will acquire the habit of what I would call awareness, of alertness and sensitiveness, which can be summed up as genuine interest in the people about them. I use deliberately the word "habit" and the phrase "the habit of interest" because probably nine-tenths of good living is not in detail deliberate, but consists of a collection of good habits.

Because of the present acute difficulty of general unemployment many parents show little ambition for their daughters; they want a modest security and stability. Their energies are concentrated on getting for them a foothold, a position that offers safety from the fear of unemployment. Ambition to do a particular kind of work has with many given way to a search for something modest but sure. I think we cannot dare to condemn this search for a safe little niche, however much we deplore the conditions that make it almost inevitable.

As one tries to put oneself in the place of the parents one realises that it is the obvious and natural attitude for them to adopt. But surely all the more it behoves us to give the girls the consciousness of their relationship to others within a small circle, within the national circle, throughout the world. It behoves us to make all our school organisations and our individual example bear witness to our belief that if each is merely seeking for a foothold and no one is concerned for the foundations the fabric itself may be strained.

In all our schools we are throwing the greatest possible emphasis on the value of co-operation; we have steadily endeavoured for a long time to make individual effort serve a common end. While I would have a distrust of any device in aid of teaching that would make us or the children forget that intellectual achievement must always be an individual thing, yet in that, too, we try to direct the individual effort and ambition towards a gain that can be shared.

Probably the lesson "What I have I share" is the simplest of all social lessons; it is one that the smallest child can begin to learn, and one in which it will not find later anything to be unlearned. We all have some form of local or national social service. In the older schools the tradition and habit are well established. Children have naturally great confidence in the orderliness and reasonableness of the world, and it is such obvious common sense that the good things of life should be generously shared and that the difficulties can be made smaller by sharing; this generous sharing can be made

a habit which is not the less valuable if it is not in every instance a deliberate reasoned act, but simply the expression of an ingrained habit.

As girls get older they can realise that their possessions differ in kind; that they own more than they realised earlier; that for each the thing of great value that she has to share is something of intangible, spiritual quality. If it happens to be part of my belief that the best form of government is by a mental and moral aristocracy, it is also an essential part of that belief that we in school are largely responsible for the training of that aristocracy, the members of which will be not the guardians of vested interests, but the preservers, the upholders of standards of conduct, who will without arrogance or self-consciousness realise that they mould the environment, that they actually are the environment in which the work of others is done. Can we train our girls to know that their hardness or arrogance may be the stony ground which hinders the growth and development of the seed of goodness in others, that sincerity, cheerfulness, and good manners may be the constituents of the good ground?

Our present day teaching is largely concerned with a minute analytical consideration of children. I feel tempted to put in a plea for a less conscious and less analytical attitude.

Some of the best teaching has been that in which the person teaching was not too minutely conscious of the children, but gave the impression of generously sharing with them a treasured possession; it is one of the most stimulating and inspiring kinds of teaching. If we are right in using our schools to train girls in knowledge and pride and appreciation of their possessions, we must train them to think of what they own as an inheritance of accumulated experience which they hold in trust; and that by the exercise of all their individual creative powers this treasure can increase as something vital.

The good habits of home and school will prove a binding, steady, cohesive force when girls reach the age of being intolerant and impatient and dissatisfied, when they want the world made new to their own design. Some of our older girls do not experience this acute dissatisfaction; some seem to acquiesce almost too readily in the state of things as they are, and need to be aroused and stimulated to interest in the great reforming and creative plans of our day. As we encourage and help girls of many types and differing abilities to learn to live happily together within the walls of our schools, can we make our schools bear witness to our belief that all plans for mastering the social relations of mankind depend on our sincere and continuous practice of the social virtues, on sincerity, honesty, loyalty, and obedience? That even the carrying out of a big plan is not enough, because by selfishness and carelessness among even small groups the best possible plan may be frustrated?

We all cherish for our own schools an ambition for their excellence in intellectual achievement and for the quality of the work we do; can we combine with it an ambition that they may set new and higher standards in the practice of the social virtues and perhaps a new standard in the practice of the social graces?

EDUCATION ABROAD.

"THE AXE" IN SOUTH AFRICA.

BY HENRY J. COWELL.

Like the Mother Country and the other parts of the Empire the Union of South Africa has had to fall back upon "the axe" in order to save itself from financial calamity—or at least it has had to make enquiry as to how and where "the axe" should fall. To a certain extent the position has been brought to a head because the Union Parliament has discovered that it has not only to endeavour to balance its own budget but to make up the deficits on the finances of the four separate provinces.

A Government Commission was accordingly appointed "to enquire into and report upon the expenditure of the several provinces of the Union and the directions in which economies can be effected in the carrying out of the services and functions which the administrations perform," and the report of this Commission, now available, is described as "a devastating document."

The "enquiry" made by the Commission dealt particularly with the expenditure of the four provinces in relation to four heads: (1) General administration; (2), Education; (3), Hospitals, etc.; (4), Roads, etc. Education is by far the more important of the functions of the provincial administrations, and concerning education it may be said that the Commission finds that "the cost per pupil in South Africa is much higher than in any other part of the Empire," and it recommends reductions in the cost of teachers' salaries, etc., amounting (in the four provinces) to a sum approximating two-thirds of a million sterling per annum, at the same time indicating that "the savings specified in this regard do not by any means exhaust the economies which, in the opinion of the Commission, should be effected."

The Commission considers, moreover, that: (1), the increase in expenditure upon education is out of proportion to the increase in population and school enrolment; (2), South Africa spends a much larger proportion of its revenue on education than Great Britain, Australia, or New Zealand, while the cost per pupil is much higher.

Teachers' salaries for 1921-22 reached almost four and a half-million pounds (nearly 70 per cent. of the total cost of education), and the suggested saving of two-thirds of a million is on this four and a half millions. "The salaries paid to women," is the Commission's definite verdict, "are for the most part indefensible."

Comparing 1921-22 with 1913-14, the percentage increases in the cost of education are: Cape Province, 124 per cent.; Orange Free State, 200 per cent.; Natal, 245 per cent.; Transvaal, 270 per cent. The cost per pupil in South Africa is £19.46, as against a corresponding figure for Australia of £8.25.

South Africa differs from Australia not simply in the fact that there is bi-lingualism (that is, English and Dutch) in the education of white children, but also in that education is being given to native and coloured children. One very striking thing is that this Commission, appointed to find out where economies could be effected, reports that in regard to the education of native children, and non-European children other than native, the amount expended has been altogether inadequate to ensure efficiency.

EDUCATIONAL NOTES FROM INDIA.

BY S. B. BANERJEA

The Burma Legislative Council have just passed a Bill to amend the Rangoon University Act of 1920. In supporting the Bill, the Education Minister said that the University Council should be the supreme governing body having power to review the action of other authorities of the University, subject to provisions that all points of dispute between the Council and the Senate should be referred to a joint committee of members of these bodies and, in the event of disagreement, to the Governor, who is the Chancellor. The compromise thus effected has satisfied all parties.

The Nagpur University has granted special facilities to women candidates for appearing in university degree examinations, which are calculated to encourage women's education in the Central Provinces.

At a recent meeting of the Executive Council of the Allahabad University, it was resolved to recommend to the Chancellor the separation of the internal and the external sides of the university. The result will be that there will be an unitary teaching and residential university at Allahabad and a separate university at Agra.

From the annual report of the Director of Public Instruction, Travancore, it appears that there are 4,077 educational institutions in that state, with 452,911 students on their rolls. The gross expenditure was Rs. 33,06,032 in 1923, against Rs. 32,25,287 in 1922. The Director has been asked to submit definite schemes to carry into effect a resolution, passed by the local legislative council, that spinning should be introduced in the vernacular schools.

A Jaigirdar college, intended for the education of the sons of nobles, jaigirdars, and mansabdars, is going to be established at Hyderabad shortly. Mr. H. W. Shawcross, headmaster of the Government High School, has been appointed principal. The college will be similar to the Raj Kumar College of British India. A compulsory levy of two per cent. cess on the revenue of the Jaigirdars, etc., for the upkeep of the institution, has been ordered by H.E.H. the Nizam.

A convocation of the Benares Hindri University was held at Benares recently. The honorary degree of Doctor of Laws was conferred on their Highnesses the Gaekwar of Baroda and the Maharaja of Benares.

The Bombay Government are appointing a committee to enquire into the position of Bombay University before undertaking any reform.

The sad and untimely death of Dr. T. O. D. Dunn, Director of Public Instruction, Bengal, from drowning, has been a severe blow to education in Bengal. He only recently succeeded Mr. Hornell, who has retired from service and been appointed Vice-Chancellor of Hong-Kong University. He was a profound scholar and sympathetic towards the Indians. Mr. F. Oaten is his successor.

By a majority, a resolution has been adopted by the Behar Legislative Council that arrangements should be made in all public schools for teaching boys and girls above the age of ten the art of spinning by the "chanka." The Government opposed the resolution on salient grounds, but were defeated.

Compulsory education has been introduced in Wankaner State. The question of the establishment of the Andhra University was debated at a recent session of the Madras Legislative Council. The Education Minister stated that a scheme has been prepared and was under consideration. The question of location of the university had still to be solved and it was necessary to settle the financial side of the scheme before it could be given effect to.

The review of the report of the Director of Public Instruction, Punjab, issued by the local Government, draws special attention to the success which has attended the experiment with adult schools started in conjunction with the co-operative department, and the great advance in numbers which has taken place among those receiving primary education. The one-teacher schools are being replaced by schools of the many teacher type.

A committee has been appointed to enquire into the pay and prospects of teachers and lecturers in Bihar and Orissa.

At a recent conference of Adi-Dravidians, held at Oorgam, a resolution was passed requesting the Government of Mysore to introduce compulsory elementary education in the Kolar gold field, which has a population of over 85,000 people. The Government has promised to consider the matter.

COMPETITIONS.

MAY RESULTS.

I. *A Testimonial to a Retiring Head Master.*

The writing of testimonials is an art which calls for skill in selecting what to say and for even greater skill in deciding what shall not be said. None of our competitors achieved a result worthy of the prize.

II. *The Moving Picture that I like best.*

The number of entries received for this competition gives evidence of the interest taken by children in moving pictures. Lord Gorell and his colleagues on the Cinema Committee will be interested to learn that a large number of our competitors place the film of "Robin Hood" first, while "Crossing the Sahara" comes next. Nobody seems to care for the "crook film."

Our First Prize of TEN SHILLINGS goes to
N. P. GOLDHAWK (14½), LOWER SCHOOL OF JOHN LYON,
HARROW.

The Second Prize of FIVE SHILLINGS goes to
H. T. CLARK (12½), MODERN SCHOOL, STREATHAM.

The Moving Picture that I Like Best.

BY N. P. GOLDHAWK.

In my estimation "Robin Hood" is the finest film ever produced. The lead is cleverly played by Mr. Douglas Fairbanks, who provides his audience with many thrills and many hilarious moments. His skill as an acrobat is extremely well portrayed. Probably his feats are to far-stretched to be lifelike, but who could think of *Robin Hood* without connecting him with the daring?

Romance is not overdone in the play. We are not pestered with the struggles of the hero or the unnatural emotions of the heroine. At first, *Robin Hood*, or the *Earl of Huntingdon* as he then was, gives no thought to love. Later, however, he is charmed by the *Lady Marian*.

As an outlaw, Mr. Fairbanks is highly successful. The tricks played by *Robin Hood* and his band of Merry Men on the officials of Nottingham add greatly to the humour of the film.

Of the other characters of the piece little need be said. Each is extremely well chosen, for consider how much the rude and rough manners of *King Richard*, the corpulent figure of *Friar Tuck*, and the stately bearing of *Little John* add to the realism of the piece. Taking it as a whole the film is a fine, clean and noble production.

The producers must be complimented on the beautiful scenery in the film. The fine old English castles, the beautiful trees of Sherwood Forest, and, above all, the magnificent dress of the actors, tend to make it the best film that I have ever seen.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of August, and the results will be published in our September number.

JULY COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for

Ten Rules for a Member of a Holiday Party.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

The best copy of a Short Poem about the Sea.

The prizes will go to the writers of the neatest copies, but the choice of poem will count.

ACROSTICS.

Double Acrostic —No. 6. (Second of Series.)

Two things upbraiding us with waste of time
Are here the subject of my rhyme.

- Here we want but a light breeze ;
Dupe will also greatly please.
- A flying island here must be,
Full of all absurdity.
- If here the answer is in doubt,
I counsel you to leave it out.
- This meeting's secret, so you see
'Twill have to lack both you and me.
- Hippo skins when cut in strips
Are used to make substantial whips.

Solution of No. 5.

1, HygieA ; 2, EmphatiC ; 3, AmbushH ; 4, DenouncE.
NOTES : 1, Daughter of Asclepius ; 2, Contains hat ; 4, As to words.

Solutions must be addressed to the Acrostic Editor, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

ANNOUNCEMENT.—The following are the prize awards of the last Series : TUTA, £2 12s. 6d. ; ENOS, JASMIN, PECCI, PERKY, and SLUGO, 10s. 6d. each.

On 1st July Mr. C. F. Clay, who has been associated with the Syndics of the Cambridge University Press for the last forty years, retired from his position as manager of the Syndics' London business, but he will continue to act for a time as Consultant Manager. He will be succeeded in his position of General Manager by Mr. Bret Ince, who will also continue his personal supervision of the Bible Department, which he has controlled since 1911.

ASSOCIATION NEWS.

The Teachers Council.

Before the June meeting of the Council the Chairman and members entertained to luncheon Sir Walter Durnford, Provost of King's College, Cambridge, who is retiring from the Council after serving for twelve years. Sir Walter is one of the original members of the Council and has acted as Honorary Treasurer during the whole period. He played an important part in bringing about the present scheme of Registration by enlisting the support of Cambridge University. Lord Gorell, Mr. A. A. Somerville, M.P., Mr. W. D. Bentliff, and Mr. P. A. Abbott spoke of Sir Walter's great services to the Council, and expressed on behalf of the members their gratitude and good wishes.

Among others who are retiring at the close of the present biennial period are Mr. Somerville, M.P., Mr. M. J. Rendall, Head Master of Winchester, Miss Gwatkin, and Miss Graham.

The College of Preceptors.

This year brings the 75th anniversary of the grant of a Royal Charter to the College, and it is intended to hold a celebration dinner in the autumn. As our readers are reminded by an extract from THE EDUCATIONAL TIMES of July, 1849, the Charter was obtained in the summer, but the months of this summer are too crowded to make it possible to arrange a dinner at the anniversary proper. Members of the College will receive due notice of the celebration and they are asked to attend in force.

Part I of the Catalogue of the College Library has now been printed, and copies have been sent to the members of the Council and members of the College who have asked for them. It has been found possible to include, within the limits sanctioned by the Council, not only the Education, Geography, and History Sections, but in addition the Arabic, Danish, Dutch, English, and Eskimo Sections.

Members are asked to note that the College telephone number has been altered. It is now Museum 635.

The Association of Head Mistresses.

The Annual Conference of the Association, held on Friday and Saturday, June 13 and 14, was one of the most successful in the history of the body. This was fitting, since the meeting was a jubilee gathering, and it was to be expected, since the members have developed a spirit of mutual co-operation which is sometimes lacking in larger societies. In a special Supplement we give an extended report of the proceedings, for which our readers are greatly indebted to Miss Ruth Young, the Secretary of the Association.

An International Conference of University Women.

The third Biennial Conference of the International Federation of University Women will be held in Christiania from July 28th to August 1st. In addition to the business meetings for delegates from the national federations, there will be several meetings open to all university women, who are cordially invited to attend. The preliminary programme states that arrangements have already been made for a series of interesting addresses, followed by discussions, dealing with (1) The Place of University Women in World Affairs; and (2) The Special Work of the International Federation.

Delegates and other representatives will be received and entertained in Christiania by the University women of Denmark, Finland, Norway and Sweden, who are jointly acting as hostesses. A series of excursions and entertainments has been planned by the Northern Federations.

Head Teachers' Association.

The annual Conference of the National Association of Head Teachers was held in Nottingham at Whitsuntide. Among the resolutions passed by the Conference were two which affected the question of professional status and the protection of the public. One was to the effect that after 31st March, 1925, all teachers appointed to posts of responsibility in schools should be required to be Registered or Associate Teachers, and the other made the same demand in regard to posts which involve the supervision and control of teachers in their professional duties.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford Through American Eyes.

In the Magazine of the University of Virginia a recent Rhodes Scholar at Oxford gives an interesting account of his impressions. We extract the following:—

"Oxford is not merely a place for the frittering away of time in exaggerated sociability. He who thinks that knows not Oxford, has caught nothing of its spirit. Its sociability is not mere sociability. At these gatherings assemble young men keenly interested in things of the mind and prepared to discuss them in a natural unpedantic way, lightened with those flashes of humour and epigram so dear to the Oxonian's heart. Is not this a species of education infinitely superior to the dull grinding over books so frequently confused with the attaining of education? Not that the Oxonian neglects the solid basis of work and effort. In his vacations he accomplishes an amount of reading and a kind of reading that would make the average American collegian shudder. And he knows that at the end of his course he must measure up to a very exacting standard indeed. In the standard of its final honours examinations Oxford need fear the challenge of no other university whatsoever."

London School of Economics.

Upon the results of the last Intercollegiate Scholarships Board Examination, the London School of Economics and Political Science has awarded Entrance Scholarships to Harold Edward Batson (Leyton County High School for Boys), Richard William Keeley (Deacon's School, Peterborough), and James Dietrich Mitchell (Holloway County School). Bursaries have been awarded to Frank Alexander Adams (Selhurst Grammar School, Croydon), Arthur Ernest Black (County Secondary School, Brockley), and Herbert William Palmer (County School, Ealing).

Bergman-Osterberg Physical Training College.

The staff of the College recently gave an extremely interesting demonstration of physical training at Maidstone, by arrangement with the Kent Education Committee. The aim was to display work such as might be taken by children, and over 300 teachers attended the demonstration. The Vice-Principal of the College, Miss Spalding, gave a brief introductory lecture, explaining how closely physical training may be related to ordinary school subjects. She said that the atmosphere of a lesson in Swedish gymnastics should be that of happy "busyness." The lecture was followed by a demonstration conducted by Miss Starling, when first year students gave examples of exercises suited to children, and a class of little girls from Wilmington School went through a series of exercises. Folk dances, rhythmic work, and games suitable for the playground were admirably illustrated. The demonstration was extremely helpful to those present.

St. Hugh's College, Oxford.

Miss Barbara Elizabeth Gwyer has been appointed Principal of St. Hugh's College, Oxford, as successor to the late Miss Eleanor F. Jourdain. Miss Gwyer has been warden of University Hall, Leeds, since 1917. She was a classical scholar at Lady Margaret Hall, Oxford.

Vienna Summer School.

At the third session of the Vienna International Summer School, which will be held from September 2 to September 20, French and German professors will for the first time since the war meet on a common platform. The school originated as an Anglo-Austrian enterprise to benefit starving professors in Vienna. It has developed into an interesting experiment on a big scale of international academic intercourse participated in by nearly the whole of Europe. Last summer there were 2,000 students, the two greatest contingents being the English (ninety) and the Czecho-Slovak (eighty).

Cambridge—Proposed Chair of Building.

The Institute of Builders is issuing an appeal to its members for £25,000 to establish a Chair of Building Science and Art at Cambridge University. Sir Walter Lawrence, a past president of the Institute and head of the firm of Walter Lawrence and Son, Limited, has offered to give £1,000 if nine other firms will subscribe a similar amount. It is hoped that in this way a nucleus may be formed which will help substantially in raising the required sum.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Wembley.

The National Union's scheme for the issue of children's admission tickets to the British Empire Exhibition at sixpence each instead of ninepence has been a great success. Three-quarters of a million tickets have been bought by the N.U.T. and there has been no difficulty experienced in disposing of them. Of course the correspondence involved has been enormous, and this, together with the despatch of the parcels of tickets, has thrown a heavy burden of work on the Union's office staff. The work has been done cheerfully and efficiently, and every member of the Executive and staff is satisfied because the children have benefited. It is not only in the issue of cheap tickets the Union has concerned itself. The comfort and safety of the children have been looked after. An official of the Union and a member of the Executive have been actively engaged with the authorities in devising schemes to make the children's visits as comfortable and satisfactory as possible, and many concessions and additional provisions to these ends have been secured. In a way the activities of the Union in the children's interests have been too successful. Letters have appeared in the press complaining of the presence of children in such large numbers as to make the visits of *adults* less enjoyable!

The Pensions Bill.

It is understood the Government are now engaged in the preparation of the new Pensions Bill. It is anticipated the Bill will be drawn very largely on the lines suggested in the Emmott report. The Parliamentary Committee are at present actively engaged in a detailed consideration of the terms of that report and will shortly report to the Executive of the Union. The principal matter to be decided is the Union's attitude to the contributory principle embodied in the Emmott report. Up to the present the N.U.T. has favoured the non-contributory principle, and, indeed, its witnesses before the committee gave evidence in opposition to a contributory scheme. The Executive, however, has reason to know there has been a change of opinion among members in many cases, and although this change is not sufficiently well defined at present the mere fact that it exists has to be taken into account.

Another point of importance is whether or not a Pension Fund shall be established. Pension liabilities are now met each year as they arise and provision for them is made and included in the Education Estimates. There is no *fund*. On the whole it is likely the Union will prefer there shall be no fund. They have in mind the low rate of interest at which their contributions to the old scheme (1898) were invested and also the extent to which they suffered as a result of the extreme carefulness of the Government Actuary in valuing the fund.

The Burnham Committee.

The proceedings of the annual conference of the Association of Education Committees at Bournemouth reveal in the meagre reports appearing in the press a fixed determination to reduce the existing standard scales of pay for women teachers in any case. The delicate matter of teachers' salaries was considered in private session, but one resolution was submitted for adoption in public session. It was a resolution in favour of "a greater differentiation in the salaries of men and women teachers." It is anticipated this resolution will dominate the attitude of the local authorities' panel at future meetings of the Burnham Committee. At the moment of writing there have been no further meetings of the committee. The teachers, of course, are offering strenuous opposition to reductions and anticipate they may soon be asked whether or not they wish the committee to continue.

Of course the Executive does not wish the Burnham Committee to break up, *provided the price to be paid for keeping it in being is not too great*. It appears part of the price at any rate has been already decided by the authorities at the Bournemouth conference—"a greater differentiation in the salaries of men and women teachers." Now it is well known the Union's policy is the maintenance of the four-fifths ratio and that the policy will not be departed from except with the consent of a teachers' conference.

If, therefore, acceptance of "a greater differentiation" is made a condition of continuing the negotiations the Executive will either refuse to consider it and so take upon itself the responsibility of breaking off, or, as is more likely, will agree to place the position before a conference of the Union for its decision.

PERSONAL NOTES.

The Master of Balliol.

The successor to the late Mr. A. L. Smith is Professor A. D. Lindsay, Professor of Moral Philosophy in the University of Glasgow and a former Fellow of Balliol. The new Master is a comparatively young man who graduated from University College, Oxford, some twenty-four years ago, after a brilliant career as an undergraduate, which included successful experience as a speaker in debates at the Union. In those days he was progressive in his political views and of late he has become a supporter of the Labour Party. His accession to the office of Vice-Chancellor—when the time comes—will be watched with interest. At Balliol he is likely to maintain the College tradition of sound scholarship and liberality of view. In the ordinary course he may look forward to a long tenure of his high office with a corresponding opportunity for making his mark in University affairs.

Mr. D. Hughes Parry.

Mr. D. Hughes Parry, at present lecturer in Law at Aberystwyth, has been appointed lecturer in Law at the London University School of Economics. He begins his duties next term.

Mr. L. P. Jacks.

Mr. L. P. Jacks, the Editor of the *Hibbert Journal*, has received the Honorary Degree of Doctor of Laws from McGill University.

Professor H. A. Wilson.

Glasgow University has appointed Professor Harold Albert Wilson, of the Rice Institute, Houston, Texas, to the Chair of Natural Philosophy.

Miss E. J. Chandler.

Miss E. J. Chandler, of Newnham College, Cambridge, who obtained a First Class in the Natural Science Tripos, has been awarded a Yarrow Scholarship of £300 a year for three years.

Dr. Charles Woods.

Dr. Charles Woods has been elected professor of music at Cambridge, in succession to the late Sir Charles Stanford. In 1889 Mr. Woods gained the organist scholarship at Caius.

Sir Adolphus William Ward.

Sir Adolphus William Ward, the Master of Peterhouse, died on June 19th in his eighty-seventh year. In 1866 he was appointed to the Professorship of English Language and Literature and of Ancient and Modern History in Owens College at Manchester, now the University, where he worked for thirty years, latterly from 1889 to 1897 as Principal of the College, at that time a constituent of the Victoria University.

In addition to his official duties Ward produced many historical and literary works. His "History of English Dramatic Literature to the Death of Queen Anne" is the standard work on the subject.

In 1900 Ward was elected Master of Peterhouse, and was Vice-Chancellor in 1901-1902.

Dr. R. M. Walmsley.

Dr. R. M. Walmsley, D.Sc., F.R.S.E., M.I.E.E., who died on June 15, was Principal of the Northampton Polytechnic Institute, Clerkenwell, and Chairman of Convocation of the University of London.

Among many appointments he held one as Principal of the Sind Arts College of the Bombay University. Later he returned to England and was given the Chair of Electrical Engineering in the Heriot Watt College, Edinburgh. In 1896 he was appointed Principal of the Northampton Institute.

It is unfortunate that the interesting exhibit of the Auto-Education Institute at Wembley is somewhat hidden from view by a first-aid appliance, but visitors should look for it in the Postman's Gate Portico of the Palace of Industry. It is a case with a classroom furnished by blind children.

NEWS ITEMS.

A Bequest for Modern Language Study.

Mr. Henry Laming, of East Grinstead, Sussex, shipowner, an Honorary Fellow of Queen's College, Oxford, left £155,773. He bequeathed £25,000, and on the death of his wife a further £25,000 to Queen's College, Oxford, for foreign language scholarships. In the event of a capital levy, or the taxation of war profits, or similar legislation, Mr. Laming directed that this bequest should be reduced by the amount he or his estate may pay in such taxation.

School Essays.

At the Centenary celebration and prize distribution in connection with the Royal Society for the Prevention of Cruelty to Animals, Princess Arthur of Connaught presented eighty-five medals to the principal prize-winners.

Lord Lambourne, the chairman of the Society, said that the number of essays written by children in schools within a twenty-mile radius of Charing Cross was over 253,000. When it was remembered that many branches throughout the country now followed the example of the Society's headquarters by organising local essay competitions, it would be admitted that the educational teaching of the Society had met with considerable success.

London Hospitality.

One effect of the building of the new County Hall for London is already noticeable. The London County Council, as the largest local education authority, can now act adequately in matters of civic courtesy. Several receptions have recently been held at the County Hall, both by the Chairman of the Council and the Chairman of the Education Committee, to do honour to distinguished educationists who visit London for professional purposes. One of the most successful of these was that held on Friday, 13th June, when 300 members of the Association of Head Mistresses "took tea" with the Chairman of the Education Committee, Mrs. Wilton Phipps.

School of Medicine Jubilee.

Arrangements are well ahead for the celebration next October of the jubilee of the London School of Medicine for Women. It is hoped that fifty representative women will each give or raise £1,000 to endow three chairs at the Medical School in Hunter Street to be named after Dr. Elizabeth Blackwell, Miss Sophia Blake, and Dr. Elizabeth Garrett Anderson, three of the pioneers of women doctors.

Gift to Felsted School.

Mr. J. A. Courtauld, of Halstead, Essex, has given £1,000 to Felsted School for a scholarship to mark the completion of the library and museum, in memory of 250 old Felstedians who fell in the war.

Script Writing.

A protest was made at the meeting of the Folkestone Education Committee concerning the teaching of script writing in elementary schools.

One member stated that on account of this system boys were unable to sign their names, and considerable difficulty was experienced when they wished to withdraw money from the Post Office Savings Bank, the Postmaster refusing to accept a signature in script.

A Mixed Metaphor.

The mixed metaphor is a useful figure of speech of which *The Times* leader-writers do not hesitate to avail themselves: "Trapped and baited by the Liberals . . . (Mr. Shaw) floundered from one cul de sac to another till at last he was compelled to throw up the sponge in despair."

Appropriate.

In the prospectus of a certain private school the proprietor is described as a "B.A., F.C.I., F.C.T.S., F.I.P.S." The school motto is "Vita sine literis mors est."

LETTER TO THE EDITOR.

To the Editor of THE EDUCATION OUTLOOK.

Sir,—May we on behalf of the Teachers' National Committee for the promotion of the teaching of the Hygiene of Food and Drink in schools, appeal through your columns to the principal teachers throughout England and Wales who are now preparing their schemes of work for the coming year to find a place for the teaching of this subject, if it is not already included in the curriculum?

Our Committee believes that the time has now come for a forward movement on a large scale, so that the elder scholars of every school may receive this teaching.

At the meeting held in Scarborough during the Conference week of the National Union of Teachers, where the Committee was constituted, a resolution was unanimously passed expressing cordial appreciation of the Board of Education Syllabus, "The Hygiene of Food and Drink." This Syllabus which, it will be remembered, superseded the Board's "Lessons in Temperance," is widely recognised as an admirable piece of work.

We fully sympathise with those teachers who feel the difficulty of finding a place for another subject in the curriculum, but the experience of many teachers has shown that the Syllabus can be covered in far less time than may at first be thought, and that by including the teaching in elementary or domestic science, or by a rearrangement of the work by which the lessons take the place of single lessons in a variety of subjects, the Syllabus can be adequately taught without the taking from other subjects of undue time. It has indeed been found that the whole syllabus can be adequately covered in thirty-six lessons of forty minutes each, spread over the last three years of a child's school life.

Copies of the Syllabus will gladly be sent post free to any teacher on receipt of a post card addressed to Mr. Walter Shawcross, B.A., Hon. Secretary, Teachers' National Committee, Milton Hall, Deansgate, Manchester.

Particulars can also be obtained of some sets of excellent lantern slides which have been prepared to illustrate the Syllabus and which have been placed at the disposal of the Committee. For the hire of these only a nominal charge will be made.

We should be glad to hear of any difficulties which teachers encounter in the teaching of the Syllabus or of any suggestions they would care to make.

We would add that in thus seeking to secure the co-operation of all teachers so that every boy and girl may leave school fortified by the knowledge embodied in the Syllabus, we have the cordial approval of the Board of Education.

Teachers of Secondary Schools may be glad to have their attention called to the new Syllabus, "The Practice of Health," which was approved by the Headmasters' Conference held in December last and is published by Warren and Son, Ltd., Winchester (price 1s. post free). In this the whole subject of health-knowledge is treated with a much wider range, in a manner suited to older girls and boys.

- FRANK FLETCHER,
Head Master of Charterhouse, Chairman.
- E. R. CONWAY,
Former President, National Union of Teachers.
- M. CONWAY,
President, National Union of Teachers.
- F. R. GRAY,
High Mistress, St. Paul's Girls' School.
- W. MERCIER,
Principal, Whitelands Training College, Chelsea.
- J. L. PATON,
High Master, Manchester Grammar School.
- EVELINE PHILLIPS,
Member, Central Welsh Board for Intermediate Education.
- C. T. WING,
Vice-President, National Union of Teachers.

June 21st, 1924.

LITERARY SECTION.

BOOKS AND THE MAN.

Glimpses of the Past.

In the days of sentimental concert ditties there were singers of robust and prosperous aspect who would warble, with a tremulous sob in the throat, the moving lines :—

“ Backward, turn backward, O Time in your flight,
Make me a child again, just for to-night.”

This maudlin aspiration is no longer confined to the art of the ballad singer. It is spreading to the sister art of literature, and it is a growing practice of writers who hail from our public schools to fashion some sort of romance out of the memories of their schooldays. The business was started by the late Judge Hughes, with his description of Rugby in the days of Arnold. Some later writers have been less successful in contriving a tribute to the place of their juvenile studies. When the loom of youth is set going in after years it sometimes weaves a grotesque and unpleasing fabric. Always it tends to embody the individual experience of the weaver, and the result should therefore be discounted by those who are seeking to know our public schools as they really are. The average or normal schoolboy rarely becomes a writer of fiction. When he has been transformed into a stockbroker or a family solicitor he has no disposition towards analysing his schoolboy self, but is content to recall escapades and oddities with a gleeful satisfaction as part of the experience which led him to his present belief that his own school stands without a rival. The public schools are an intimate concern of a large and influential section of our English society, and especially of English mothers. Hence any writer whose work purports to give a true inside story may be sure of attracting attention. If he is ready to portray as realities any or all of the dangers, moral and physical, which nervous and fond mothers have imagined, then he will reap a rich reward in royalties and gain much free publicity in the daily papers. These boons may bring relief if ever he should be oppressed by a feeling that he has failed somewhat in loyalty to his school. He may even seek comfort by assuring himself that such loyalty is of little importance when contrasted with the imperative need for this or that reform. But the reformer who improves his bank balance by his altruistic activities is not made of the genuine stuff. Instead of writing novels which “ deal with certain aspects of school life fully and candidly ”—to quote the publisher's eulogium of one such work—the would-be reformer had better engage in a steady and self-denying effort to understand and make known the principles of education. These are not yet fully revealed, and they are merely obscured still further when romantic scribes give highly coloured stories of school life.

Meanwhile Mr. Austin Harrison has written a story entitled “ Lifting Mist ” (Heinemann, 7s. 6d. net), which is said to “ throw a new light on a much discussed subject.”

SELIM MILES.

REVIEWS.

Education.

THE CLAIMS OF THE COMING GENERATION : Essays edited by Sir James Marchant, K.B.E., LL.D. (Kegan Paul. 6s. 6d.)

This is a volume of brief essays by eminent writers, dealing for the most part with the need for doing all that may be possible to ensure that the coming generation shall be well born.

Among those who have contributed to its pages are Dean Inge, Sir Arthur Newsholme, Professor Sir Frederick Mott, and Sir James Yoxall.

People, in general, do not take kindly to the question of eugenics—they prefer to avoid delicate subjects. Yet surely healthy birth is more important than questions of housing, environment, or even education.

If it is essential for the welfare of the race that children shall be well educated, it is still more important that they shall be well born.

The purpose of the present volume is to redirect popular attention to the serious consideration of the questions of birth and parenthood.

The essays are written with admirable restraint, and are of special interest to teachers. P.M.G.

INDIVIDUAL WORK IN INFANT SCHOOLS : J. M. Mackinder. (Educational Pub. Co. 3s. 6d.)

Within the last few days I have twice heard the statement, and each time from a person in authority, that the main business of the teacher is to teach. And the statement is uttered in a tone of finality, as one that must be obvious to everybody and which no sane person would think of refuting.

Now, without going so far as to say that the least important part of a teacher's business is to teach, we suggest that to prescribe exercises suited to the varying needs of the pupils is a much more important matter, and that this teaching business, as generally understood, often fails to make the pupils learn.

For this reason we welcome Miss Mackinder's book, the purpose of which is to substitute the activity of the child for the oft-times mistaken activity of the teacher.

Dr. Nunn's introduction and the author's own foreword should convince the most sceptical that there is a good deal to be said in favour of “ individual work.”

Dr. Nunn and Miss Mackinder are practical teachers who have not forgotten to be idealists, and perhaps their success is largely due to keeping their ideals ever before them.

They both acknowledge very generously the debt which “ individual workers ” owe to the genius of Dr. Montessori.

The present book, dealing as it does, not only with class room practice, but with fundamental principles, may be read with advantage by all teachers, though doubtless the chapters dealing expressly with infant material will appeal more especially to teachers of young children. P.M.G.

THE TEACHING OF READING : H. G. Wheat. (Ginn and Co. 7s. 6d.)

Many books on this subject have recently come to us from across the Atlantic, and one cannot but be impressed by the thoroughness with which the American educators tackle their business.

Mr. Wheat has clearly spent much time and thought on his subject, and his book is both informing and stimulating.

After dealing with the aim and importance of the subject the author gives a detailed account of the Reading process and emphasizes the importance of “ reading for meaning ” as opposed to “ oral reading ” or “ reading for expression.”

The third part deals with the work of the various grades, and there is a useful chapter on how to deal with backward pupils.

The aim of the author, as he himself states in the preface, is not so much to furnish the teacher with various devices for adoption in the class room as to give him a clear idea of “ reading ” and all that it implies.

We feel Mr. Wheat has done a real service in pointing out quite frankly the uselessness of spending so much time on oral reading ; time which should rather be given to reading silently or to training in speed and comprehension.

The book deserves careful study.

P.M.G.

(Continued on page 292.)

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The book is really intended for use in fifth and sixth forms in schools, but anyone who wishes to gain a knowledge of the fundamental principles of verse-making will have to go a long way before he will find a more useful or explicit work. V.H.S.

SIR THOMAS MORE: Selections from his English Works and from the Lives by Erasmus and Roper: edited by P. S. and H. M. Allen. (Oxford Clarendon Press. 3s. 6d. net.)

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Mr. Morgan has perhaps wisely confined himself to the "drama of ideas," and the greatest space goes therefore to Shaw—Shaw the Iconoclast and Shaw the Philosopher. I wish that there were also a chapter on Shaw the Poet, a much neglected side. With some of Mr. Morgan's opinions I disagree. To discuss Yeats without mentioning the Player Queen is like omitting Hamlet from a study of Shakespeare, and I feel that he has put too high a value on Masefield. But I am glad to see a fair appreciation of Drinkwater's importance as an experimenter, and praise—so lacking in these days—for Galsworthy.

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H.G.G.

French.

DE L'ACTION A LA REDACTION PAR LA PAROLE: by L. C. de Glehn, M.A., and L. Chouville, B.ès-L. (Ed. Heffer and Sons, Cambridge. 2s. 6d. non-net.)

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P.L.R.

Classics.

THE ÆNEID OF VIRGIL IN ENGLISH VERSE. Vol. 2. Books 4-6: Arthur S. Way, D.Lit. (Macmillan. 5s. net.)

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"In the forefront of the porch, at the entering-in of Hell,
Are the lairs where Grief and Remorse the sin-avenging
dwell:

Therein do wan Diseases and joyless Eld abide,
And Fear, and the temptress Hunger, and Poverty haggard-
eyed,

Hideous forms to behold, and Death, and life-sapping Toil,
And Sleep, blood-brother of Death, and the Joys that with
sin-stain soil

The soul. In the threshold's forefront is War the slaughter-
rife,

And the iron cells of the Furies, and frenzied Civil Strife
Whose locks, which are crawling adders, with blood-dripping
bands are uptied.

In the midst, dense-leaved, gigantic, an elm-tree spreadeth
wide

Its boughs and its immemorial arms: as poets sing,
'Tis the haunt of bodiless dreams; 'neath its every leaf
they cling."

Mathematics.

THE TEACHING OF GEOMETRY IN SCHOOLS: being a Report prepared for the Mathematical Association. (G. Bell and Son.)

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There are few professors of oceanography, and Prof. Johnstone is one of the few, if indeed there are any others. This volume has for this reason considerable significance. Also, though there have been books dealing with various sections of oceanography, and though there have been books in which those sections have been treated, more or less cursorily, in the course of development

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of some related subject, yet there are few books on oceanography, if indeed, again, there are any others. In this volume Prof. Johnstone attempts to cover the whole of the physical side of oceanography, leaving marine biology practically untouched, though, as he points out, biologists have been mainly responsible for the science of oceanography.

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This is a small matter, but one feature of the book is a little disappointing. Perhaps it is inevitable; perhaps it follows from the omission of the biological side of the subject. Briefly it is this, that each chapter has very little to do with any other. The tenth chapter must, from its construction, follow the second; but the other chapters might almost equally well be taken in any other order. If the reader misses one chapter in the middle, he only misses that chapter—it makes no difference to his understanding of what follows. This makes the work less coherent than it might be, and the less satisfying from an artistic—and it would also seem from a scientific—point of view. Prof. Johnstone seems merely to have brought together in a convenient form facts and ideas which otherwise must be looked for in many places, but he has scarcely written a book to show how all the facts fit together to form a science of oceanography.

But we do not wish to close on such a critical note; rather should we say that no serious student of oceanography or geography can afford to be without the book, since it gives in small compass exactly what such students require. J.F.

ECONOMIC GEOGRAPHY OF THE BRITISH EMPIRE: by C. B. Thurston, B.Sc. (University of London Press. 5s.)

This is the fourth edition of a very practical and useful textbook first published in 1916. Appendices on the Mandated Territories have been added, and to the statistics of 1913 some figures for 1919-20 are appended. There are forty-one maps and diagrams, a very full index (in small—almost "very small" type), and a few blank pages for students' notes.

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Physics.

THE THEORY OF EXPERIMENTAL ELECTRICITY: by W. C. D. Whetham. Third edition. (C.U.P. 12s. 6d. net.)

This book, now in its third edition, is too well known to need a reviewer's recommendation. The work professes to be neither complete nor exhaustive, but it amply fulfils the writer's claim that it is suggestive—"an impressionist sketch rather than a finished picture." But it is more than an impression that it leaves, for Dr. Whetham's scholarship and skill in dealing with this subject are seen on every page. In the "explanatory" sections the fascinating historical side of the subject is introduced with marked effect, and we are grateful to the author for reminding us that "to some extent even a scientific text book perfume must be a piece of literature and a work of art."

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A COURSE OF EXPERIMENTAL MECHANICS: by H. S. E. Bailey, of Shrewsbury School, with an introduction by Prof. H. W. Turnbull. pp. 223. (Chapman and Hall, Ltd. 7s. 6d. net.)

A preliminary discussion of experimental work has taken place in the lecture room. Now the time has come to do the experiment in the laboratory, and the pupil's memory needs to be refreshed by written notes. Such notes have been expanded into this book.

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One experiment, taken at random, will give an idea of the method of the book.

On page 27 comes Experiment IX, on the jib crane. In black type is the object of the experiment: "To measure experimentally the magnitudes of the forces in the several members. . ." The next paragraphs detail and describe the apparatus precisely, with the aid of figures. Then the method of the experiment, divided in this case into nine numbered paragraphs, *e.g.* :—

(4) Note the zero readings of the spring balances S_1 and S_2 .

(5) Attach a load of 3 lbs. to the hook on B. Note the new readings of the spring balances, etc.

Then Table IX—Experimental results, given in detail from some previous experiment. Lastly comes an experimental problem.

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(Continued on page 296.)

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PROSPECTUS ON APPLICATION

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use of all this? Your pupil is only learning to carry out instructions; there is no room for initiative." Indeed, then why waste money on a laboratory? He learns all his physics in the lecture room. I suppose the boy is learning scientific method, and, after all, if left to themselves, a class of more than ten or twelve boys would certainly achieve nothing. In a laboratory they learn what a resistance or a pulley, etc., looks like. This question as to whether practical work at science is worth carrying out with any but small classes is, I suppose, to a large extent still open. In any case, science masters who have the advantage of a laboratory may be well advised to consult Mr. Bailey's course.

H.P.S.

History.

EVERYDAY LIFE IN PREHISTORIC TIMES: written and illustrated by Marjorie and C. H. B. Quennell. (Batsford. 10s.)

A new "Quennell book" is an educational event. The extraordinary and deserved success of "Everyday Things in England" has made that inevitable. "The Quennells" have now undertaken a much more ambitious task, of which the volume before us is but a part. It contains two books: I—The Old Stone Age; and II—The New Stone, Bronze, and Early Iron Age. There are, as we have now come to expect, many delightful illustrations, imaginative and actual, and there are time-charts and a few pages in colour.

It is one of the penalties of a first success that we are all inclined to say: "Very good, though not quite up to the first work." That may be so—it probably is so, in view of the much greater effort called for in this new work; but it should not be allowed to hide the plain fact that the authors have here given us a very clear and interesting story of early man. These Magdalenians, Solutreans, Chelleans, are lifted out of dusty museums and dusky ages, and presented always as "people like ourselves" in the essentials of life. The difficult names will make young readers stagger a little at first, but the interest of the story will carry them through.

The type is rather small, but it is clear; and the line-drawings come out very well. There has been some daring in the attempts at full heads of Piltdown man, Pithecanthropus, Galley Hill man, and so forth; but the risk was worth taking. A full head, even if its correctness cannot be assured, is much more thrilling than a jaw-bone or an imperfect skull.

The list of authorities and the account of Rhodesian man might perhaps have come better at the end of Part I rather than at the beginning, for the account subjoined is condensed and rather daunting for young readers. Further, though there is mention of Elliot Smith in the text, neither he, nor Perry, nor the late Dr. Rivers appear in the list of authorities. Their theory is not yet generally accepted; but it offers a story that appeals very powerfully to the imagination. As a last small complaint we may say that the index is hardly adequate; on the other hand, it has the excellent feature of being a guide to the illustrations as well as to the text.

We are promised four other volumes: III—The Roman-British and Saxon Age; IV—The Norman Age; V—The Medieval Age; VI—The Renaissance Age.

For children or for adults, it would be difficult to find a better short account of early man than this volume offers. R.J.

ENGLISH MEN AND WOMEN OF IDEAS: Guy Pocock. (J. M. Dent. 2s. 6d.)

This series of brief biographies is intended as a companion to the study of history. In the teaching of history, biography has long held an important place, but too frequently the biographies have been confined to kings and nobles, soldiers and statesmen.

Believing that the history of civilisation owes a great deal to other than those who have led vast armies or dabbled in affairs of state, Mr. Pocock has wisely included lives of men and women who have been outstanding in the world of science, of art, and of social reform.

The biographies are brief, and are written in an attractive style.

It is a book which we feel sure boys and girls will like to read and will be all the better for reading.

There are no notes: and for this we are grateful.

P.M.G.

AN HISTORICAL ATLAS OF MODERN EUROPE: C. Grant Robertson and J. G. Bartholomew. (Oxford University Press. 7s. 6d.)

One of the most difficult points to impress upon all young students of history is the necessity for working always with an open atlas. It is perhaps more important even than the open mind. Mr. Grant Robertson, by a stroke akin to genius, reverses the usual process, and instead of illustrating a historical text with maps, gives first the maps and then illustrates, or rather explains them, with a text. This has always been a distinctive mark of Mr. Robertson's Historical Atlas. In the new edition much has been added. There is the indispensable map of Europe after the Peace Treaties, and a series of maps illustrating the new boundaries of particular countries; a map of the Near and Middle East 1919-22, and an original and most valuable map of the Pacific, showing Mandates and Spheres of Influence. As a commentary in the text, there is a clear account of the changes, entitled the New Europe, at the end of which is a suggestion that should be noted by all teachers and students of history: "Draw an ideal settlement on geographical principles alone; draw an ideal settlement on ethnological principles; draw an ideal settlement on ethnological principles alone; compare the three and then embody the results obtained in a political settlement and test the verdict by two questions: What conditions are necessary to ensure acceptance by all affected? What conditions are necessary for the settlement to operate for a single generation of twenty-five years? The student who can accomplish this task will at least have acquired a masterly and indispensable body of knowledge, and, still more important, a judgment trained in the sifting of evidence and in the imponderables as well as the ponderables of great affairs." Even the attempt, it may be added, will throw a new and vivid light on the history of the last hundred and fifty years.

H. G. G.

Citizenship.

THE MODEL CITIZEN: A Simple Exposition of Civic Rights and Duties, and a Descriptive Account of British Institutions, Local, National, and Imperial: by H. Osman Newland, F.R.Hist.S., revised and enlarged by T. Hunter Donald, M.A., B.Sc. (Pitmans. 2s. 6d.)

A great deal has been packed into this little volume. There are over sixty illustrations, a table of the area, population, and trade of each of the British Dominions, revenue and expenditure since 1913, detailed for 1922-3, questions (or "problems") at the end of each chapter, reproductions of a demand note, of a clause of Magna Carta, with a rendering of the chief clauses. There is no lack of matter.

The plan is simple and clear. There is an introductory section on Government, Law, and the History of Parliament; three sections on local and central government; and a concluding section on Imperial Citizenship. This last, as a distinct feature, is not so general, in "Citizenship" books, as are the other sections. It must be regarded as an annexe. Our relations with India, and the course of Indian government, for example, cannot be dealt with adequately in less than three pages, but it can be outlined.

It is a very good compendium, and the language is not difficult. By itself, it will not urge schoolboys to read it—books on this subject have not that peculiarity—but an interested teacher would find it very useful in making his class interested. R.J.

HUMAN NATURE IN POLITICS: by Graham Wallas, M.A., D.Litt. (Constable. 7s. 6d.)

When this book first appeared, in 1908, it stood alone. There was nothing quite like it in the literature of politics. It is now possible to date certain writings on political theory as being (a) before or (b) after what was once flippantly described by an admirer of the work "Human Politicians in a State of Nature at the 'Wallas' Collection." It is only admirers who may claim the right to be flippant about a work of this quality.

Mr. Graham Wallas, in this third edition, leaves the original work untouched. In that we think he is right. The further developments of the subject that he has worked out—i.e., "The Great Society" and "Our Social Heritage"—form his real notes and emendations to this, the first of that series. The essence of the matter is here: what that essence is must be sought in these attractive and sometimes elusive pages.

R.J.

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TEACHERS REGISTRATION COUNCIL

The following article by Professor John Adams appeared in a recent number of The Journal of the National Education Association of the United States. American teachers are watching with interest the progress of the Register in this country.

As far back as the close of the first quarter of the nineteenth century the better-class private schoolmasters of England were discontented with the public status of their schools. These were the days of Dotheboys Hall. Such institutions did exist, though their numbers were not great. After reading a Master's thesis on the facts lying behind Dickens' caricature, I was convinced that these private schoolmasters of a hundred years ago were right in feeling that something had to be done to save their own credit and to protect the public against unqualified and unscrupulous men who made money out of a set of senior baby-farms. After much discussion, an institution was set up in the year 1847 with the quaint title: The College of Preceptors. It had the dignity of a Royal Charter, and at once set out upon a career of honourable usefulness that is far from ended at the present day, though the whole educational outlook has changed amazingly since that Royal Charter was granted. One could really write the history of English education round the organisation of the Preceptors, but for our present purpose we had better concentrate on one vital plank in their programme.

From the beginning these private schoolmasters had the ideal of a Teachers' Register, a place on which should be essential before anyone could open a school or teach in one. Even in those dim and distant days the ideal of an autonomous profession was in the air, but opposition was bitter and sustained. The public schools felt no need for a Register. Secure in their dignified prestige, they looked rather contemptuously at their humbler colleagues of the private schools and took no action. The elementary school teachers had not yet been educated up to the need for a Register. In fact, they already had a sort of Register, since their names were all written in the Golden Book of the august Board of Education at Whitehall. In their own quiet way they, too, from their officially recognised position, rather looked down upon the private school people. All the same, professional interest developed to such an extent that at last a sort of Register was established through

the Board of Education. But it entered on its career with the death microbes pulsing through its system. For the elementary school people were against it from the first; they resented the distinction that was drawn between the elementary school teachers and others. For the Register was drawn up in two columns. On column A all the certificated teachers were placed automatically in an alphabetical list. On column B only secondary teachers found a place, and for this a fee was charged. One guinea was not an excessive demand, and it was not the amount that gave offence to the elementary school group, but the existence of a fee that discriminated between the two groups. The Board of Education itself was not very friendly to the Register, and was not altogether displeased that it did not command public favour. The two columns wriggled their weary way through a number of years, but never exercised much influence of any kind, and at last came to a peaceful and unlamented death. No sooner were the obsequies over than an agitation arose for a new Register, and the National Union of Teachers, that had played the sparrow to the old Register's cock robin, was among the most vigorous in demanding a new one.

There was now a real demand for a single column Register, and the different groups of teachers sank their differences, drew together, and finally presented such a formidable front that the Board of Education, which was certainly not enthusiastic in the matter, had to meet the united demand of the profession, and in 1911 set about establishing a Teachers Registration Council that would be representative of the whole profession. It was finally constituted by Order in Council, February 29th, 1912. Its make-up was remarkable.

There are in England and Wales eleven universities; so, in its wisdom, the Board of Education made eleven the basic number of the Council, and decreed that it should be made up of forty-four members—eleven to represent the universities, eleven to represent the

various groups of secondary schools, eleven to represent the corresponding groups of elementary schools, eleven to represent all the other teachers, such as the teachers of the blind and the deaf, and those who teach such subjects as art, music, physical training, commercial and domestic subjects—everything, in fact, out of the ordinary run. The chairman of the Council is to be chosen by the Council outside of its membership. The first chairman was a former head of the Education of the country, Mr. A. H. D. Acland; his successor being the most popular educational man in England, Sir Michael Sadler. The present president is Lord Gorell, who has the full confidence of the whole profession.

As soon as the Council met it was evident that there was going to be none of the dissension for which some at least of its founders looked. The greatest friendliness prevailed among the different groups. The coming together round the same table, so far from increasing the friction among the different sections, tended to remove it entirely. The Council is elected every three years by the various teachers' associations representing the different groups, and I can honestly say that in all the years that I represented the Training of Teachers Group (I was a member from the beginning till my retirement in 1922) I never once saw a division on purely class lines. The elementary school teachers and their secondary fellows got to know one another in a way hitherto impossible: they saw each other's good points, and got to understand each other's point of view. The University representatives learned much to their advantage, and were able to interpret to their institutions the difficulties and needs of the schools. As for the teachers of special subjects, they found themselves for the first time recognised as an integral part of a great profession.

At first the progress of the Register itself was slow. No pressure was used, and the reactionary element in English education is always very strong. The fee was at first only one guinea, but by and by it was raised to two pounds, and a gentle hint is thrown out that a higher tariff may soon be imposed. The fee had little to do with the slowness of enrolment. What was required was to educate the profession to the idea of the need for solidarity. The elementary schools group began to take up the matter seriously, and the movement got well under way. At present the number on the Register is about 73,000, and the success of the movement is secure. The number of teaching persons within the area of the Register is sometimes put as high as nearly a quarter of a million, but this includes all sorts of people who make a little money by teaching in their spare time. Even when allowance is made for these camp followers, those who are left are not all eligible for registration, for a fairly high standard of admission has been established by the Council. At the beginning, admission had to be made easy for those actually

engaged at the time in the profession. The period of this temporary qualification is now past, and the full rigour of the permanent conditions is being gradually applied.

Since the purpose for which the Council was appointed is achieved, and a vigorous Register is in existence, the question arises: What is the Council now to do? Its main function was to establish and maintain such a Register. It is now made: the problem remains—Does the maintenance of the Register supply a sufficiently important piece of work to occupy the time and energy of forty-four of the keenest teachers in England? This question, like those in Latin containing the word *num*, expects the answer *No*. At any rate, that is the answer the Council itself has given, and it is going quietly on towards the realisation—so far as that is possible and desirable—of the ideal of those who have fought for so long in England for the Register. The ideal of the profession is to reach something like the same status as has been attained by the medical men. In England the doctors have achieved an autonomous profession, and the teachers seek to make their organisation as like the Doctors' Council as circumstances will permit. It is recognised that teachers are nearer to the status of civil servants than are the doctors. So the Teachers Registration Council hardly aspires to full autonomy, but, on the purely professional side, the members see no reason why they should not be as independent as the doctors.

In any case, the teachers are quietly taking in hand more and more of the professional problems that come their way. Already they have been appealed to by outside bodies on many points, and, wherever purely administrative and economic questions are not involved, the Council has taken up the attitude that, as the only body representing all branches of the profession, it is entitled to take up and deal authoritatively with whatever concerns teaching on the professional side. Observant outsiders have noticed a tendency on the part of the Council to regard itself as having discharged its primary function, and being therefore at liberty to adopt fresh work. Quite definitely, though certainly unobtrusively, the Council has made its claim to a much wider sphere than apparently found a place in the minds of those who founded it. Certain remarks made in Parliament at the time the Council was established, and certain opinions expressed by prominent officials of the Board of Education, gives an excellent *prima facie* case for the Council launching out into new fields.

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(Continued on page 302.)

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The Oxford Outlook : A Literary Review : edited by Undergraduates. June, 1924. 1s. net.

The Journal of Geography. May, 1924. 25 cents.

Cassell's Children's Book of Knowledge. Parts 45 and 46. 1s. 3d. net each.

Cassell's Railways of the World. Parts 5, 6, and 7. 1s. 2d. net each.

Architecture : the Journal of the Society of Architects. June, 1924. 1s.

The Merry-go-Round : edited by Rose Fyleman. June, 1924. 1s.

The Outline of the World To-day. Parts 17 and 18. 1s. 2d. net each.

The Parents' Review : edited by E. Kitching. June, 1924. 9d.

The Institute of Book-Keepers' Journal. June, 1924. 1s.

Educational Review : edited by William McAndrew. June, 1924. 35 cents.

NEWS FROM THE PUBLISHERS.

The Cambridge University Press are publishing this month Mr. Geoffrey Keynes's "Bibliography of Sir Thomas Browne," the outcome of fifteen years' work. Mr. Keynes, whose bibliographies of Donne and Blake are well known, has arranged this volume on a plan similar to that of the former. In addition to the exhaustive catalogue of Sir Thomas Browne's writings, it will contain, in appendices, the bibliographies of works written in imitation of Religio Medici and Pseudodoxia Epidemica and of the writings of Dr. Edward Browne, and the history of the compilation of Simon Wilkins' great edition of Sir Thomas's works, together with some hitherto unpublished letters of Robert Southey and William Pickering. The volume will contain a portrait in photogravure of Sir Thomas and Dame Dorothy Browne, four two-colour collotypes, a woodcut of Mme. G. Raverat, and facsimiles of 36 title-pages. The edition is limited to 500 copies.

Messrs. Constable announce they will publish early in the autumn Elie Faure's "Napoleana," translated into English by Jeffery E. Jeffery.

Cambridge men (and others) will welcome a new volume written by Mr. F. A. Rice, and entitled "The Granta and its Contributors." Under this modest title Mr. Rice has brought together, with great skill and shrewd wit, a comprehensive survey of undergraduate journalism in Cambridge, and a picture of the life of the University.

Professor Arthur Dendy has written an important work on "The Biological Foundations of Society," which Messrs. Constable have just published.

Messrs. J. M. Dent and Sons have just published a very whimsical book entitled "Michael Neo-Palæologus" : his Grammar by his Father, Stephen Palæologus." The book will certainly be enjoyed by all who are adequately endowed with a sense of humour.

Messrs. W. and A. K. Johnston have issued a new edition of their excellent Historical Atlas, at 3s. net, and also a set of Demonstration Outline Maps, one series in yellow outline on blackboard paper, on cloth and rollers at 5s. net, the other in black on white cartridge paper, at 1s. net.

The University of London Press have arranged for the early publication of a series of pamphlets on "The London County Council and What it does for London." These handbooks, covering the principal departments of the Council's work and administration, such as Education, Housing, Parks and Open Spaces, the Fire Brigade, the Tramways, etc., will be presented in popular language and furnished with a number of illustrations and a Foreword by the Clerk of the Council.

Messrs. Methuen and Co. have just published in A. Y. Campbell's new book "Horace : a New Interpretation," an important contribution to Horatian study. It presents a radical re-interpretation of Horace's art, practice, poems, and poetical development, concluding with a fresh estimate of his achievement in its significance for his time and ours. The same firm have just published "Examples in Chemistry," by W. W. Myddleton, D.Sc., Lecturer in Chemistry, Birkbeck College. This volume contains a selection of questions and numerical problems covering the course of Chemistry adopted in secondary schools, and in the elementary classes of technical schools. Special sections are introduced so as to present an adequate preparation for university scholarships.

Through the same firm, Mr. D. C. Somervell, of Tonbridge School, has provided an introduction and notes to "Selections from Matthew Arnold—Prose." Mr. Somervell's scholarly selection does justice both to the literary and the political side of Arnold's genius.

Messrs. Silas Birch announce that they will publish early in July "Some Memories of Mrs. Woodhouse," formerly head mistress of Clapham High School. The volume will have special interest for members of the Association of Head Mistresses and for the many friends of Mrs. Woodhouse who remember her vivid personality and devoted work for education in Sheffield and London.

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SUMMER SCHOOLS, 1924.

For the information of our readers we append short notices concerning Vacation Courses to be held during the summer holidays. Further information may be obtained from our advertisement pages, or from the addresses given below :—

- Dalcroze School of Eurhythmics.**—Summer School in Paris, August 4 to 16. Apply : The Dalcroze School, 23, Store Street, London, W.C.1.
- Education.**—Vacation Course at Oxford University in August. Not confined to members of the University. Apply : The Director of Training, 15, Norham Gardens, Oxford.
- Education.**—Kent Education Summer School for Teachers, at Folkestone, August 2 to 30. Art, Craftwork, Natural History and Regional Survey, and Drama and Speech-Training. Apply : The Director of Education, Springfield, Maidstone.
- Education.**—County Council of the West Riding of Yorkshire Vacation Course at Bingley, Yorkshire, July 31 to August 14. The Dalton Plan, Drama and the School, Kinematograph in Education, etc. Apply : Education Department, County Hall, Wakefield.
- Education.**—Bedford Froebel Training College, August 1 to 14. Geography, Singing, Educational Handwork, Greek Dancing. Apply : The Secretary, Vacation Course, 14, The Crescent, Bedford.
- Educational Handwork Association.**—Courses in Handwork and Physical Training (at Scarborough, Falmouth, Aberystwyth). Apply : Scarborough—J. Tipping, Rockcliff House, Lower Rushton Road, Bradford. Falmouth—J. H. Seaborne, 35, Sefton Park, Bristol. Aberystwyth—H. F. Stimson, Caerleon House, Aberystwyth.
- French.**—Special Holiday Courses for Foreign students at the University of Strasbourg (France), July 1 to September 22. French and German language and literature ; excursions ; sports. Apply : Bureau de Renseignements pour les étudiants étrangers, Université de Strasbourg (France).
- French.**—Summer School, University of Geneva, July 19 to August 30. Language, Literature, International problems, botany, geology. Apply : M. G. Thudichum, Directeur des Cours de Vacances, Université, Geneva.
- French.**—Summer Vacation Courses at the University of Lausanne, July 17 to 27. Contemporary French literature, special phonetic classes, excursions. Apply : Secretariat, Université, Lausanne, Switzerland.
- French.**—Summer Holiday Courses for Foreign Students, August 2 to 31, at the College of S. Saint-Servan, near St. Malo. For full particulars and programme apply : Office des Etudiants-Etrangers, Faculté des Lettres, Place Hoche, Rennes.
- French.**—Summer Holiday Courses for Foreign Students, July 20 to September 20, at Bagnères-de-Bigorre, Hautes-Pyrénées. Apply : Hon. Secretary, Madame Levy, 15, Place Clemenceau, Bagnères-de-Bigorre.
- Froebel Society.**—Summer School at Westfield College, Hampstead, N.W.3, July 31 to August 21. Apply : The Secretary, Froebel Society, 4, Bloomsbury Square, London, W.C.1.
- Geography.**—Yorkshire Summer School of Geography at Whitby, August 11 to 23. Conducted by the University of Leeds. Apply : Secretary, Summer School of Geography, The University, Leeds.
- Latin.**—Association for the Reform of Latin Teaching. Summer School at Malvern Girls' College, September 1 to 12. Demonstration Classes (direct method), lectures. Apply : Miss M. F. Moor, 45, High Street, Old Headington, Oxford.
- Music.**—Holiday Course for Teachers at Manchester, July 28 to August 2. Lectures, recitals. Apply : Miss Hilda Collens, The Tudor Galleries, 71, Deansgate, Manchester.
- Music.**—Summer Courses in Music Teaching, at St. Andrews, July 17 to 31, and at Oxford, August 5 to 19. Specially for Teachers who are not specialists in Music. Lectures, recreations, concerts. Apply : Federation of British Music Industries, 117-123, Great Portland Street, London, W.1.
- Oxford University.**—Extension Summer Meeting, July 28 to August 23. Mediaeval History. Apply : Rev. F. E. Hutchinson, University Extension Delegacy, Oxford.
- Physical Training.**—County Council of the West Riding of Yorkshire Vacation Course at Ilkley, Yorkshire, August 4 to 16. Theory and Practice, Hygiene, Games, Dancing, and Swimming. Apply : Education Department, County Hall, Wakefield.
- Physical Education.**—Summer School for Women Teachers, at Herne Bay College, Kent, July 31 to August 16. Apply : Miss F. de H. Bevington, Silverwood, Pyrford, near Woking, Surrey.
- Spanish.**—Summer School of Spanish, at Liverpool, July 30 to August 15, and at Santander, August 19 to September 15. Apply : The Secretary, Summer School of Spanish, The University, Liverpool.
- Uplands Association.**—Stockbury Summer Meeting, July 31 to August 16. Drama. Apply : The Secretary, Hill Farm, Stockbury, Kent.
- The Board of Education have issued Lists of Summer Schools at home and abroad. These Lists may be obtained through any newsagent, or direct from H.M. Stationery Office, Kingsway, London, W.C.2. (Price : England and Wales. Sixpence ; Foreign, Threepence.)

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| L1557 | { Part 1—(a) Largo ; (b) Allegro.
Part 2—(a) Rondeau (Allegro) ; (b) Sarabande
(Andante). |
| L1558 | |
| | { Part 3—(a) Bourrée, No. 1 (Allegro) ; (b) Bourrée,
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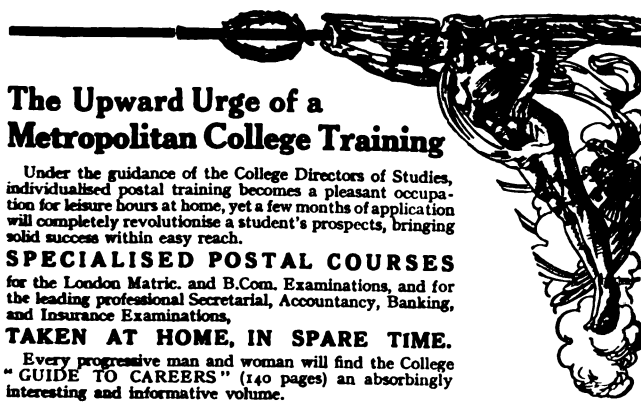
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THE
EDUCATION·OUTLOOK
AND EDUCATIONAL TIMES

AUGUST, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The New Atmosphere.

The proceedings during the debate on the Education Estimates on Tuesday, July 22nd, revealed a welcome change of atmosphere in the House of Commons. Mr. Fisher, and in a less degree perhaps, Mr. Wood, may well have envied the lot of their successor, who found himself being urged by individuals from all parties to press forward with educational developments. He was advised to extend nursery schools, to provide extended facilities for mentally deficient children, to rebuild rural schools, to raise the leaving age in elementary schools, to develop continuation schools and adult education, to foster physical training and to aim at recruiting teachers from the Universities. All these projects are desirable and may be regarded as necessary for the proper education of our people, but there is the awkward fact that our national resources are not unlimited. If the pace is forced unduly we may have another outcry from the backwoods. A general advance along the whole line is hardly possible and we should do well to consolidate the position won so far while selecting carefully certain lines of advance to be followed immediately. Above all we should review the whole situation with a view to ascertaining whether the time is opportune for a new concept of primary education and for greater recognition of the work of independent schools.

Primary Education.

The temper of the time seems to favour especially an extension of the period of compulsory schooling, but among those who are immediately concerned with education there is a growing feeling that a mere raising of the school age is not enough. It is well known that in many public elementary schools, and rural schools in particular, the educational opportunity offered the pupils over twelve years of age is very small. The situation was described by a well-known Director of Education a few days ago when he told an audience that during his final year as a pupil in an elementary school he spent much of his time in cleaning a bicycle during school hours. "And," he added, significantly, "the bicycle was not mine." The primary school had reached the limit of its power in his case long before he had reached the leaving age, and the same kind of thing is to be found everywhere. Hence it would seem that we ought to provide a further stage of compulsory education if we extend the period of compulsory attendance, for attendance and education are not synonymous terms. A clear recognition of the stages in education would lead us to provide for nursery education (at home or at school) followed by preparatory, junior, senior, and adult education, with compulsion extended to the end of the junior stage.

Another Line of Advance.

A further development which is now timely and urgent concerns the recruitment and training of teachers. The system by which young people are set apart to be turned into teachers by a special process of manufacture was necessary in the days when universities and secondary schools were few and far between. The growth of facilities for higher education and the certainty that these will be extended still further should lead us to discard the old system as soon as possible and to look instead to the universities and higher schools for our supply of teachers. The period of professional training might be spent either in the existing colleges or in schools specially staffed and equipped for the purpose, but there should be no longer any need that young people who intend to become teachers should receive their general education in seclusion. Our university authorities should undertake this education of teachers as part of their service to the community. They would do well to devise courses of study to meet the special needs of teachers, for we must allow for the fact that the field of education has many areas in which the narrow specialist is less useful than the teacher of wider culture. We have university courses for doctors, lawyers, engineers, and brewers. Why not have them for teachers?

Physical Fitness.

During the debate on the Education Estimates several members urged the need for greater systematic attention to the bodily welfare of the children in our schools. A recent article in our pages gave a true picture of the physical conditions of a rural school. The picture was in no sense over-drawn, and a similar description would apply to scores of village schools, wherein too often the bad educational effects of ugliness and inconvenience are matched by the bad physical effects of poor lighting, ventilation and heating, and by those of squalid sanitary conditions. Even when these matters are put right there will remain the problem of giving to the children the opportunity of forming good habits of personal bodily care and of training them to exercise their limbs and organs in such a fashion as will develop bodily strength and the power to resist disease. Every child who leaves school should have a knowledge of the mechanism of the human body and the habit of healthy living based upon that knowledge. As things are we waste large sums of money in the vain effort to convey information to children who are so heavily handicapped in physical matters that they cannot profit by school instruction. A strenuous co-operation between the teaching service and the school medical service is urgently required.

The Inspection of Schools.

In their current report the Board of Education devote the first section to a retrospect of that important part of their work which deals with the inspection of schools. The record is well-written and full of interest, serving to show how closely the origin of our system of state education is linked up with the notion of mitigating the evils of child labour. In its more recent developments the system of inspection has often been criticised, and the Board appear to be anxious to justify themselves. It may be thought that they have excused themselves almost to the point of admitting certain of the charges made against them. Thus it is often said that inspectors of elementary schools should have experience of work as teachers in such schools, but the Board tell us that "in so far as elementary school is, or should be, a stimulating and fruitful influence, any attempt to narrow unduly the area from which inspectors are recruited would to that extent impoverish the education they are appointed to subserve." A less sonorous justification would be found in the plain statement that successful teachers do not always make the best inspectors. Much depends on the reasons for their success, and it is sometimes found that the teacher-inspector is too anxious to create teachers in his own image. Sometimes, too, he shows the kind of knowing and exasperating temper which is often found in factory foremen who have worked at the bench.

The Ideal Inspector.

Probably the Board have in their archives a model of an ideal inspector. He will not be a mere assessor of marks or a purveyor of adjectives, nor will he imagine himself to be charged with the task of bringing uniformity into his district. He will be a kind of commercial traveller in educational ideas and a source of stimulus, but he will not press any idea or method as indispensable for everybody. He will encourage teachers to think for themselves and will not look with favour upon those who display a servile desire to learn and carry out his wishes. He will be welcomed in the schools as a friend and a kindly adviser who is eager to give credit for honest work and ready to make allowance for difficulties. He will have imagination and a sense of humour such as will prevent him from emulating the inspector who invited the children of Standard I in a certain school to write a composition exercise on "Old and New Watford." This happened some two years ago and when we remember that the usual age of children in Standard I is under eight years we can only marvel at the optimism of the inspector and deplore his imperfect memory of his own childhood. Incidents of this kind are regarded by teachers with mingled feelings of amusement and irritation, but they soon become matters of common knowledge among them and make them disposed to smile ruefully at phrases about the inspector's "stimulating and fruitful influence."

Advertising Education.

An appropriately noisy conference was held recently at Wembley when publicity agents from all over the globe gathered together and garnished their coat lapels with buttons on which were inscribed the words "Truth in Advertising." Truth is notoriously difficult to reach, and it is said to reside at the bottom of a well, a singularly inappropriate resort for a publicity agent. In one aspect at least advertisement is desirable, and that is when it serves to make known a good thing of which the public is ignorant. The Education Officer of the London County Council has embarked on an advertising policy with that justification, for he has had prepared and published an attractive booklet, with a cover design drawn by a student in the L.C.C. Central School of Arts and Crafts, and a series of excellently illustrated chapters on the educational work of the London Education Authority. The book is published by the University of London Press in association with Messrs. Hodder and Stoughton, under the title "The Londoner's Education," at nine-pence net, and it should be read and imitated by every Education Committee, for it is an example of wise publicity and of "truth in advertising."

HAPPINESS.

*A Sonnet by Christophe Plantin, Printer
(1514-1589).*

*To have a cheerful home that knows not strife,
A garden filled with sweetly smelling flowers,
And fruit and wine; few children; at all hours
To know the constant love of a good wife;
To have no debts; to leave lawsuits to fools;
To hold relations in their proper place;
Content with little, seeking not the grace
Of this world's great ones; keeping honour's
rules;
To live with no inordinate desire;
To seek soul's purging in devotion's fire,
To make the passions answer reason's call;
To keep the spirit free, the judgment clean;
To tell one's beads: doing these things, I ween.
A man may wait for death, nor fret at all.*

CHRISTOPHE PLANTIN.

LETTERS TO A YOUNG HEAD MASTER.

By T. AND B.

IV.—EXPULSION.

MY DEAR W.,

I warned you in my last letter that I should have more to say about the question of expulsion by and by. I shall now proceed to give effect to the warning.

It is quite right that you should have the power of expulsion. But I am strongly of opinion that in a day-school (I do not presume to speak of boarding-schools) the power should be used very sparingly. I am further of opinion that in the past some—I will not say many—head masters have exercised their right of expulsion much too light-heartedly. I will go so far as to say that a few have exercised it cruelly. Only the other day I was told that the head master of a famous school—wild traction-engines will not drag his name from me—had just expelled several boys for smoking. Expulsion (I should explain that I am using the word in its strict sense throughout) is a very severe punishment. The stigma attaches to the expelled all through life. I have known a man who, after being expelled from school for a comparatively trivial offence, had “made good” and proved himself a thoroughly upright, honest, public-spirited citizen, damaged in reputation by a malicious enemy, who not being able to throw any other stone at him, circulated the bare story. He did not embroider it in any way. “I do not know,” he said, “*why* he was expelled from —. I only know as a fact that he *was* expelled.” That was quite enough. There was a general feeling, even among the man’s best friends, that there must have been something disgraceful. Had they asked him for an explanation, he could have told them how unjustly severe his old head master had been. As is the way of the world, they refrained, and the victim suffered, without knowing the reason.

It is a tribute to the reputation for just dealing of head masters in general that popular opinion connects disgrace with expulsion.

But, you will say, there are surely occasions when a head master is compelled, even against his will, to expel. In all the years that I have been head master, I have never felt obliged to expel a single boy, and I have had my full share of troubles and difficulties (I do not claim that I could have made this boast—for boast it is—if I had been the head master of a boarding-school). Two considerations have influenced me. One is that expulsion is often a cowardly evasion of trouble. There is a difficult or perverse boy who annoys you. Expulsion offers an easy riddance. It is difficult so to handle and influence the boy that he ceases to annoy. But that is your job. The management of the intractable is one of the duties for which you are paid. If you refuse to deal with refractory material, you are a delinquent.

The other consideration is that expulsion often sends a boy to the bad. I am more than reluctant to run the risk of sending a boy to the bad. When I retire, I do not want any man who has failed in life to be in a position to say to me, “If you had not set me on the downward slope by expelling me, I should not have been what I am to-day.”

After reading the above you may be inclined to say, “You must be a very wonderful head master if you have succeeded with all your difficult and perverse boys.” I do not make any such claim. I have had my failures, like everybody else. “Then,” you may retort, “have you allowed your failures to remain in school to contaminate the rest? Is it not your duty to protect the majority from pollution? Surely one bad boy is capable of doing infinite harm.” My best answer to your questions is to tell you exactly what I do. If I am driven to the conclusion that after all my endeavours I have failed, and that it is advisable for the sake of the rest and sometimes for his own sake that a boy should leave (I will take for example the case of a boy who thieves more than once: a boy who thieves once should not as a rule, in my opinion, be obliged to leave, because so many boys thief once; but a boy who thieves more than once must generally be got rid of), I send for the father, and advise him to withdraw him. Nearly all parents are reasonable, and nearly always I have been able to prove that my advice is wise. In the very exceptional cases in which I have failed to convince the fathers, I have used the threat of expulsion, and of two evils they have chosen the lesser—that is why I said at the beginning of this letter that it is quite right for a head master to have the power of expulsion. But I say, “Though it is advisable for your son to leave, I do not want him to be branded as expelled. He must have every possible chance of making good elsewhere. Write me a letter therefore, requesting me to consent to the withdrawal of your son. I will reply that I accede to your request. The official records will then show that the boy has been withdrawn, not expelled. He will thus be as little handicapped as possible in the struggle which I hope and pray he will make to retrieve his character.” Then I speak to the boy himself, explaining the position as I did to his father, and exhorting him with all the earnestness and solemnity of which I am capable.

I rejoice to be able to report that the majority of the boys thus removed have, in the long run, turned out well. As regards the few who have not, I have the great consolation that I at any rate gave them every chance that it was in my power to give, compatible with my duty to others.

Finally, I cannot conceive of any circumstances that would justify the abominable cruelty—as I regard it—of a public expulsion.

Yours ever, T.

MY DEAR W.,

I intended to discuss in this letter the general position of the head master and his relations to his colleagues, but T. and I must agree to discuss this together next time.

He has raised the most interesting topic of expulsion from school, and I do not see how we can mix expulsion with a head master’s time-table and the advantage of staff tea parties, which was the thrilling subject I had really set myself.

T. is anxious to save the faces of those who are no longer permitted to remain in the school community. I am reminded of a case I heard of where a man who had received an appointment in a bank during the war, was asked to send in his resignation. He is reported to have said to his fellow-clerks, "How does one send in one's resignation? I have always had the sack before." But I strongly endorse what T. says about giving delinquents another chance. I would even extend the consideration to head masters. Of course, no one should be in danger of expulsion who merely breaks the school rules and something could be written in praise of truanting. The call of the river or of the wood in summer time may prove irresistible to some city lad and he may break away from school and discipline. I knew one boy who truanted because he heard his grandmother was ill and he had not been allowed to see her. She lived in the country and this hardened reprobate walked thirty miles without food to get another look at an old lady who had been kind to him. He was a truant, but people have got the O.B.E. for much less. Smoking is no doubt a very bad habit. Most head masters agree, and in the committee room where resolutions are drafted against it you are hardly able to see the various members for the smoke of their pipes. It surely is not necessary to expel a boy for smoking, which is in many cases a mere act of bravado and a premature attempt to wear the toga of manhood. But the worst cases of all are the cases mentioned by T.—lying and theft. It is difficult to know what you are to do with the established liar or the hardened thief. My own view is that in all these cases particular investigation should be made of the circumstances under which the offence is committed. Temptation may be sudden and great. The boy may be slightly off his normal balance for physical reasons. I have often suggested that a doctor should be consulted in such cases. In every case one advises proceeding with great deliberation and postponing action until full investigation into the case has been made—*attend pour juger* is an excellent rule. On one or two occasions I have found that a boy has been wrongly accused, and although the facts seemed overwhelmingly against him he has strenuously affirmed his innocence, and his case has been cleared up by fresh evidence which no one suspected. *The more serious the case, the more need for deliberation.* I quite agree with T. about public expulsion. It is surely too melodramatic for English taste.

It is necessary that parents and children should understand that moral conduct is vital, and that on questions of right and wrong the school takes a firm stand. The proficiency or non-proficiency a boy has in his school subjects is important, but not peace destroying. Head masters have been known to sleep soundly at night even after terminal examinations. Some are more able than others; each pupil's record will be distinct. But it does matter most emphatically that there should be agreement about truth and honour in the school, and that offenders against the school code should meet serious trouble, and in the end be compelled to leave, if they will not conform. But, while I do not attach quite so much importance as T. does to the difference between expulsion and compulsory retirement, I, also, would urge that wherever possible mercy should season justice, and that it should only be as a very last expedient that a head master should give up his opportunity of keeping a

boy straight. Kindness may effect more than severity. There is certainly a more kindly relation between pupils and head master than there used to be. Boys come back to their old school at times of success because they know that their teachers share their joys and their sorrows. School is not a factory or a barracks, but a common-wealth of souls.

The Italian Minister of Education, Giovanni Gentile, has laid special stress on the new Humanism. We are united when we recognise our common humanity. "We discern our fellow-beings in ourselves, and ourselves in others." So this recognition prevents us from abandoning the wretch who, through moral impotence, shown either in cowardice or brutality, commits an evil deed. "We feel it our duty to watch over him and help him on the road to redemption because of our firm conviction that he will eventually help himself; for he is, after all, a man like the rest of us and possesses within himself the source and principle of a life which must raise him from the slough in which he lies immersed."

There comes sometimes a personal memory of an afternoon which ought to have been spent at school and was actually spent in a large cherry tree. This although one's father was head master of the school. Some one may find out about this crime and I shall be brought before my Governors. What an interesting heading—

"HEAD MASTER ACCUSED OF TRUANTING IN HIS EARLY DAYS. SAYS IT WAS THE CHERRIES."

Yours ever, B.

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

August, 1849.

RECIPE FOR MENTAL IMPROVEMENT.

(From Answers to Correspondents.)

"Inquirer wishes to be advised 'as to a course of reading suitable for a young lady who has just finished her studies at school, and who is to be supposed to have gone through the usual routine of School Education, in the usual superficial manner.' Inquirer asks what course of reading should she follow to qualify herself for a rational companion. For our own part we deem a course of *thinking* far better for the purpose than any course of reading; and we would recommend that one or two of the subjects superficially studied at school should be resumed and used as a real exercise for the mental faculties. Dr. Hartwell Horne's Introduction to the Study of the Bible; Paley's Natural Theology and Evidences of Christianity; Dr. Isaac Watts On the Improvement of the Mind; Abercrombie's Essays and Tracts; Abbott's Teacher, Young Christian, Fireside, etc.; Old Humphrey's Addresses, and a host of excellent works, might be named as aids to reflection and as furnishing materials for thinking. Young ladies frequently do themselves irremediable injury by over-indulgence in works of fiction—these we would banish utterly from Inquirer's boudoir."

COLLEAGUES.

STORIES OF A GIRLS' SCHOOL. V—ETHEL.

Ethel suffers from dynamic efficiency. She is extremely capable in her own sphere and ready to give hints to everybody on how to conduct their forms or do their corrections. She has even drawn prefects aside and suggested to them some better way of performing their duties, and then simply and frankly told the Second Mistress she has done so. She not only escaped with her life, but in complete ignorance of her danger. Ethel specialises in these hairbreadth escapes, and her encounters remind me of the story of those little English ships which sailed in and out with impunity because they were so low in the water that the shot from the great galleons whistled harmlessly through their rigging. Ethel's top hamper, or whatever you call it, is frequently humming with round shot; but quite often the guns are never even manned, as the audacity of the little craft is so incredible.

Ethel is full of energy. She is not only insatiable about work, but insatiable in all her activities. She goes on more intelligent, truth-seeking, or specimen-finding expeditions, frequents more lectures, and belongs to more societies than all the rest of the staff put together. She thirsts for knowledge of every description. If you go to tea with her and happen to mention the width of a river she has never heard of, or the height of a church tower, or that shops close early on Thursdays in Bristol and on Saturdays in Glasgow (or *vice versa*), you know that she will not regard that hour as entirely mis-spent. If anyone mentions a book, other than a novel, in her hearing, she makes a note of it, gets it from the library and doggedly reads it whether she likes it or not. Enjoyment she feels is not essential or even probable, but improvement is an inevitable result of reading. Recently she has actually read a few novels which were sufficiently highly commended and, it is rumoured, made careful digests of the contents. Joy has affirmed on oath that she entered Ethel's sitting-room and found a note book open on the table at the following entry: "State the respective formulæ of the combination of (a) Guy and Pauline, (b) Mr. Britling and the War, (c) Mr. and Mrs. Wilkins with (i) London (ii) San Salvatore.

It is all a pathetic pursuit of culture. For the same reason Ethel is a snob, not from inclination, but on principle. A new member of the staff may be referred to confederately as "really a lady," sometimes quite unjustly. Her acquaintance is cultivated, her style of dress followed—followed, alas, so remotely that any elegance is blurred by distance. Ethel has a vast wardrobe of might-have-beens and not-quites. She might come into the same category as the restorers of a certain cathedral who were said to have a great deal of taste and all of it very bad. It is one of the responsibilities of the Second to find out what Ethel intends to wear at Prize-Giving and tell her not. Nancy Gilray is usually employed on this delicate errand and she performs it with sympathetic gravity. It becomes more difficult every year as she finds herself committed to more and more dogmatic statements of varying import. They run somehow thus: "Ye-es, but you know it is so unfortunate the H.M. cannot bear bright colours—or

dingy colours," or "has such a peculiar prejudice against bows and bobbles," or "objects to silk, satin, lace, georgette and tulle on the same frock, and on the same side of it—I mean at the same time; of course in *succession* they would be quite all right." That was the last effort, and Nancy vows she will never do it again. She is always blamed for the result, and protests "It's all very well, but will you people tell me what Ethel ought to wear?" There is silence and then someone feebly suggests "Oh, something *quite* plain—dark blue or —." Chorus: "She couldn't *possibly* wear BLUE!" in an agonised crescendo. "There you are!" It is not only a question of great functions. One can never be sure that she will not turn up at prayers in a pink satin blouse with a simple string of coral beads.

Ethel is remarkably good at her work. Lucid and accurate you might expect her to be, but she expounds Science with a lyric fervour which carries enthusiasm with it. Her pupils are always keen, and the school has won several scholarships since she came. Ethel has not a trace of humour, and this weakness has occasionally been exploited, but as a rule the girls, and particularly her own form, like her. We sometimes forget that all children have not a sense of humour either, and a teacher who has one, and cannot behave as though she had not, is sure to be a puzzle and even a terror to a large proportion of her pupils. Ethel therefore is chiefly wearing to the staff, and perhaps the Sixth might be added. She is always earnest and anxious to do the right thing, and does it too, but in the wrong way, reversing the old description of the typical Irishman. She behaves as though she could never quite get used to her own efficiency or believe that other people function equally well with less whirring and grinding. And she is so worthy!

LETTER TO THE EDITOR.

23, Cathles Road, S.W.12.

To the Editor of THE EDUCATION OUTLOOK.

Wireless in Schools.

SIR,—I should like to express my complete agreement with the writer of the article under the above title in your May issue. I also have heard these wireless lessons received. But the matter appears now to be beyond the reach of argument or discussion. I see that "the educational experts" serving on the National Advisory Committee to the B.B.C. have arrived at the conclusion that broadcast talks to schools can play a useful part in education. Further, one of the "principal inspectors" of the Board of Education has been seconded for duty with the B.B.C. as "Educational Adviser."

The writer of the article above referred to lamented the commercial exploitation of the school. There are other comments one would like to make in regard to the matter, but it seems so useless. When "education experts" (one wonders who these may be) and inspectors are combined, and the "Board of Education" (whatever this may be) bestows its blessing over all, what hope is there? So a ridiculous method of wasting badly needed school time, and possibly in the end, public money as well, is finally and irrevocably imposed on the long-suffering teacher. Is it really too late?

Yours, etc.

FRANK H. DOUGHTY.

GREAT-GRANDFATHER AT SCHOOL.

BY GWEN SYMS.

Half-starved, half-frozen and cruelly neglected, that was how great-grandfather spent his schooldays.

In 1924 we can hardly comprehend how such a barbaric state of affairs was tolerated, especially by members of the upper and upper middle classes. The very minor horrors in such books as "St. Winifred's" are not to be compared with the true state of affairs, which were infinitely more terrible.

At King William's College, boys with studies were allowed only one scuttle of coal a week, and their dinners consisted of one very scanty helping of meat with boiled rice or swedes. There was no second course, except on Sundays. Add to this the rule that if a boy spoke he was "stood out" and lost the rest of his meal, and one will appreciate the fact that not many pleasant recollections of school life were carried away by old boys.

At Manchester Grammar School in 1800 a master named Lawson had an extraordinary and absurd idea of regulating his pupil's hours from morning to evening. They lived to a time-table, and not a spare moment was ever left for their own recreation and amusement.

Even at Eton was gross mismanagement. In 1809 the boys took exception to the appointment of Dr. Keate to the head mastership. Feeling ran so high that more than once there were actual riots.

And then as to bullying—this still so much discussed question. Most of the so-called "bullying" of to-day is mere horseplay, actuated by boyish high spirits and the love of causing annoyance and aggravation. But in the early years of the last century bullying had assumed enormous and very terrible proportions.

Southey had pokers flung at his head (this was at Westminster) and a fellow scholar, bigger than himself, attempted to hang him out of the window by one leg. In connection with Southey's literary activities at school, we find that in a periodical called *The Flagellant*, which he brought out, he wrote an article which "undertook to prove from the ancients and the fathers that flogging was an invention of the Devil." For this he was immediately expelled.

Rather more amusing is the case of Walter Savage Landor, who quarrelled with his head master over a Latin quantity. By his impracticable violence he put himself hopelessly in the wrong, and to further complicate matters he produced a string of such verses "as made the authorities' hair stand on end."

The state of affairs at Christ's Hospital is now too well known to need much further description. Charles Lamb has given the most complete picture of it all—the bullying, cruelty, and ill-treatment, and the scarcity of the revolting food.

Schoolmasters who knock out their pupils' teeth because they stammer do not give the best of tone to a school!

Well may the present generation thank Providence for the coming of a man like Arnold, with his theories of a more natural and human school régime.

STORIES FROM OVID.

IPHIS AND IANTHE.

(Metamorphoses ix. 718-797).

Before the birth of Iphis the husband of Telethusa declared that he would not rear a girl child. Preience accordingly was made that Iphis was a boy. The name, like our Leslie, is of common gender, and on reaching puberty a marriage was arranged with Ianthe, a neighbour's daughter. Telethusa in despair prayed to Isis to change her child's sex, and Iphis by the grace of heaven became in reality a man.

Equal in age, in beauty equal, they
Together shared their childhood's tasks and play.
And to their virgin hearts alike there came
The throb of love and love's consuming flame.
But not alike their hopes of future joy,
Nor the fond fears that all their thoughts employ:
Ianthe dreams of marriage when that she,

Whom still she thinks a man, her man shall be.
But Iphis knows that love for her is vain,
For never shall it full fruition gain;
Yet by the knowledge feels a fiercer fire,
Maiden for maiden burning with desire.

"Oh, what will be the end!"—she weeping cries,
Have you no ruth, ye dwellers in the skies,
To send upon me this unnatural grief
So monstrous that it passes men's belief!
My wishes, true, are granted: you have given
All that I prayed to gain from kindly heaven;
But nature still forbids, and when I go
To play the husband's part she will say no.
Ianthe will be mine—O fate accurst—
And yet not mine; mid water I shall thirst,
For how can Hymen bless this manless rite
Where bride meets bride upon the wedding night?"

The nuptial hour drew nigh; no more delay
Can Telethusa win the time to stay
When Iphis must be wed; so with their hair
Loosed from the fillets thus she made her prayer:
"Help us, dear Isis, heal our sore distress,
As erst thou didst with saving counsel bless;
For that my daughter lives the light to see
And I unpunished go is thanks to thee."
Tears followed with her words. At once bright
gleams

Shoot from the goddess' horns, her altar seems
To move in presage of a change to come,
And Telethusa went rejoicing home.

For as she left the temple, at her side
Her Iphis walked—but with a longer stride
Than erst she used, and with a darker hue
Upon her cheeks than once her mirror knew.
Her looks less timid seemed, her hair unbound
Less flowing, and in all her limbs was found
More than a woman's strength: in very truth
She who had been a girl was now a youth!
The morning came; great Juno and her child,
Dan Hymenæus, with queen Venus smiled
Upon the pair; and Iphis to his bed,
A stalwart husband, fair Ianthe led.

F. A. WRIGHT.

IF I WERE AN EXAMINER.

BY ELSIE A. FIELDER.

I debated, at first, whether I should put capitals to the *If and* the Examiner, both, or whether the examiner alone should be honoured, and again in a weak moment, whether I should concentrate on the *IF*. I finally decided that I should so dislike to have an examiner's job that I would not write *IF* as though I meant " *IF ONLY I were he!*" I have never come anywhere near envying the inspector his position. In fact, I write these comments upon "What I would do, *If*" chiefly because if I did *not* get them told out I should probably dream one night that I was an examiner. *Quelle* nightmare!

And, *If*—

First, I should ask the teacher: Are you happy? Are the children happy?—or better still I should use my eyes instead of my ears. One can usually see when people are happy in their work. I can imagine many a teacher smiling as he, or she, reads. Can a teacher, particularly a young teacher, be at his best, be perfectly natural, when the inspector is present? Older teachers are "hardened to it," are more sure of themselves, and have discovered through experience that the school-inspector is not usually the monster he has been called. For the sake of the young teacher I (the inspector!) should at all costs avoid being a terror, though I should hope to do it in some other way than by "reassuring smiles" which, personally, make me horribly nervous, and, too, I (Mr. Examiner) should dislike being a figure of fun, as I should be if I wore a non-stop grin.

The examiner is in the school to *help* by criticism and not to kill thereby. He should endeavour to learn a little from every practising teacher whose schoolroom he enters. I say, first I should find out are the children and the teacher happy over their work? I should put happiness quite first: and I say this because I know that when a person is unhappy for any reason whatsoever it means that there is so much of that person missing; we are only complete when we are absolutely happy. If the teacher is learning self-control she is beginning to know that with good self-management one *can* be happy in one's work under any circumstances. And in the case of the children, as a rule there is no trouble in their life *apart* from school! So that if they are not happy something is very wrong with the organisation of the school; either the discipline is of the wrong kind, or it is non-existent. Lawlessness makes for unhappiness as surely as oppression does also make misery. If all is well in that classroom where sits Mr. Inspector, then every child is *joyous* over his work, proud of it, grand over it!

If I, as inspector, saw signs of the reverse thing, where only joy should be, I should first find out: Is there much creative work done here by the children? And then would come all the other queries with which one is so familiar—enough air?—exercise? First, though, I should ask for the scope for all-round development which is only provided by creative work. When a child does a bit of constructive work his whole being is working harmoniously; he is bound to be healthy so, and bound to be glad.

Where I saw an obviously round-peg-in-a-square-schoolroom teacher I should want to suggest to her that

there is work to be done outside the teaching profession. A trained teacher can turn her hand to many things beside because she has a good general education.

The other thing I should try to find out would be, simply, are these people looking *out* or *in*?

There are two types of mental attitude discernible in folk. Either, I say, we look *out* or we look *in*. Do we see others or ourselves? Do we try to understand the other man's point of view, or are we angry when his desires clash with ours? What is the little trade-mark on the spectacles through which we see life? Is it others, or is it self? These spectacles are made, remember, in early life, and largely in the schoolroom. If a child is allowed to do whatever he likes, regardless of the comfort of others, he is the selfish man of the future, selfish, however far he may "develop himself" in untrammelled freedom. If, on the contrary, he is taught, by degrees, that rules are made for the common good, for happiness, he is the law-abiding and law *respecting* citizen of the future. He is a social being and it is senseless to treat him as though he were to live to himself alone. The *raison d'être* of every individual is, after all, all the *rest* of the individuals; his service is service to humanity. All great men and women are great *considerers of others*; not all clever people, but all the *great* people. Who is a social worker but a man, or a woman, who has had imagination, the ability to see things through the eyes of others, to suffer with them, and so to bend all his effort toward bettering their state?

If every school inspector looked first for *first* things there would be such an uplift among teachers, such a sense of the bigness of their work, that automatically, I know, the things of less account, the adding of long bills and the special fashionable slope of the writing, would all come along into line.

What inspiring people school examiners might be! What gods among men are they of whom a well-worked teacher may say, "Thank heaven, here's Mr. Snooks. I'll ask him about —." So, I am *not* an examiner.

CAMBRIDGE PHYSICAL SERIES: MODERN ELECTRICAL THEORY.
Supplementary Chapters: Chap. XVII—The Structure of the Atom: by N. R. Campbell. (C.U.P. 10s. net.)

Dr. Campbell has made a most important contribution to his well-known "Modern Electrical Theory," and this chapter is considerably longer than other supplements already issued—in fact it is a volume in itself. The author rightly insists on its importance when he states that all modern electrical theory must inevitably centre round the structure of the atom. The book is perhaps more suitable for the post-graduate student than for the undergraduate, but for a reasoned and scholarly introduction to recent researches on the subject the book is ideal. While fully recognising the classical efforts of earlier workers in the electrical field the author accepts whole-heartedly the Rutherford-Bohr Theory of the Atom and succeeds in revealing its implications in a readable and attractive manner. He is challenging and provocative where necessary to emphasize his points, as when he heads page 125 with the pointed question "Are there atoms?" Such devices focus the attention of the interested, and altogether the book, while erudite and profound, is not on that account made unattractive, and may well prove to be a permanent contribution to the explanatory literature of science.

F.F.P.

THE SEVENTH CENTENARY OF THE UNIVERSITY OF NAPLES.

BY CAVALIERE E. GRILLO.

Cultured Italy has just celebrated with great solemnity the seventh centenary of the University of Naples. From this we must not infer that Naples was not a seat of learning more than seven hundred years ago, but only that its history as a "Studium Generale" begins with the year 1224.

Like many Greek sites of Southern Italy, Naples long retained its Greek culture and characteristics. Strabo, writing in the time of Augustus, says that it possessed many palaces, temples, theatres and schools. He particularly mentions a large building called the Gymnasium. This contained courts for various athletic exercises, a stadium, baths, and large halls, where philosophers held their discussions and men of letters lectured on medical science and the liberal arts.

The name gymnasium is somewhat misleading to English readers, but it included two distinct academies. One aimed at the development of athletic and martial attainments, the other devoted its energies to the teaching of music, letters, and science. The name of the great masters who expounded the works of Homer, Hesiod, and Theocritus, made the academy of Naples both popular and renowned. The poet Columella, speaking of Naples, calls it "Docta Parthenope," and Martial assigns to it the creation of every noble thing in the realm of arts and letters.

There is no record of a city in Roman history which, until the fall of the Empire, was so much frequented by the learned patricians. Lucilius, the first Roman satirical poet, Cicero, Horace, Claudian, and many other immortals loved Naples as a place of poetical inspiration, and craved the honour of being ranked among its citizens. Virgil himself was sent there by Augustus to continue his studies, and there he composed his great *Georgics*, at the end of which the poet paid a lasting tribute to the enchanting "Queen of the South":

I Virgil then, of sweet Parthenope
The nursling, woo'd the flowery walks of peace.

The school of Naples received a new impulse by the coming of the Normans in the twelfth century. Europe was still in a state of intellectual ferment. The multiplicity of religious and philosophical sects; the exchange of ideas with the Arabs and the Jews, brought about by the Crusades; the advance of the study of medicine and jurisprudence in Salerno and Bologna; the victory of the Italian Communes over Feudalism—all contributed to the social activity of Southern Italy.

Roger II, who in 1138 assumed the title of "King of Naples," reorganised the school and the various faculties, granting special privileges to teachers and students. He invited to his court the most celebrated teachers of the time, and many of them, answering his call from every part of Italy, dedicated their works to him.

This culture, of which Naples had been the most active centre, grew and developed in the era of Frederick II. Under him mediæval scholarship assumed a national form and the Italian vernacular attained in the works of many illustrious writers the beauty of a refined and poetical expression.

The reign of Frederick may be described as the age of the first Renaissance. He was in the highest degree a

munificent patron of arts and letters. All subjects claimed his interest—the Greek and Latin fathers of the Church, novels, songs, medicine, philosophy, fine arts.

In June, 1224, he raised the school of Naples to the dignity of Studium Generale. The faculties of Divinity, Law, Medicine, and that of the Liberal Arts were reorganised, the old restrictions were abolished and the University was thrown open to all students, irrespective of creed and country.

The Emperor's ideas regarding the aim of culture and the dignity of schools might be useful to-day. He established institutions to insure the students' lives and property, and they further enjoyed the benefits of forming their own associations and of being free from payment of rates and taxes, and from other services to the State. But he enacted also that students who were found wanting in application to their studies were sent home.

Through the influence of Charles of Anjou, St. Thomas of Aquinas, himself the supreme luminary

Whose wisdom upon earth

Like the cherubim in lustre glowed,

was, in 1271, called to fill the chair of Divinity at Naples. As a youth the great teacher had been at the college of Naples, and his return to his Alma Mater was a veritable triumph. The pulpit and the chair from which he lectured were preserved with a marble statue of him bearing the inscription: "Before passing in pay reverence to this chair, from which Thomas pronounced many oracles to a countless throng of people for the glory and happiness of his age."

During the first part of the fourteenth century, Naples University had become so famous as to command the interest of both Boccaccio and Petrarch. In the next century the University produced some of the most remarkable humanists of the Renaissance—Beccadelli, Valla, Pontano and Sannazzaro. Valla combined the qualities of an elegant humanist and of an acute critic; his teaching was styled the triumph of humanism over orthodoxy and tradition. Pontano was the celebrated founder of the renowned *Academia Pontaniana*, and Sannazzaro was the author of the famous Latin epic, "*De Partu Virginis*," much admired and imitated by Milton and Klopstock.

To the University of Naples is due the honour of having inaugurated the philosophic revolution, which achieved with Croce the final triumph at the beginning of our own century.

The school of Naples is now a most active centre of learning and of intellectual life in Italy, and one of the largest educational institutions of the world. There are five faculties, attended by over seven thousand students, and about a hundred and thirty professorial chairs—some of which are held by men of European reputation.

The library with its three hundred and fifty thousand volumes, the anatomical hall, the natural history collection—the mineralogical in particular—are of great interest and value. Connected with the University there are the Royal Botanic and Zoological Gardens, and Institute of "*Fisica Terrestre*," the School of Oriental Languages, and the Conservatorium or school of music, frequented by a large number of students, including many foreigners.

FOREIGN OFFICE POETRY.

BY HAROLD E. GORST.

Turning over some recent Foreign Office examination papers, I was struck by the fact that our permanent officials in that Department of State, and our diplomatic representatives abroad, are apparently expected to be able to write poetry. To turn an unpromising piece of prose into an elegant poem seems to be an essential part of the education of the modern diplomatist or inditer of confidential dispatches. I have racked my brains to discover the practical value of this accomplishment, but confess myself no wiser than before. It does not appear to be necessary, at any rate, for the Secretary of State himself to be possessed of poetic gifts. Neither Mr. Ramsay MacDonald, nor his predecessor Lord Curzon, appears to have written anything but the plainest prose, even in making the most delicate approach to the sensibilities of France or the United States. A little ornate, perhaps, in the case of the former; but, as far as the latter is concerned, unvarnished even to the extent of trenching upon the vernacular.

It is probable, however, that neither of these statesmen, notwithstanding their commanding abilities, would have been able to pass the examination as it is to-day without spending a very crowded twelve months under the tutelage of a professional crammer. And even then I venture to cast serious doubts upon the result.

However that may be, the following is a typical piece of prose designed for poetical treatment by candidates for the Foreign Office, taken from the examination papers in question:—

“Give me the clear blue sky over my head and the green turf beneath my feet, a winding road before me and a three hours' march to dinner—and then to thinking! It is hard if I cannot start some game on these lone heaths. I laugh, I run, I leap, I sing for joy! From the point of yonder cloud I plunge into my past being and revel there: as the sunburnt Indian plunges headlong into the wave that waits him to his native shore.”

I can imagine the average F.O. candidate endeavouring to please his examiners with something of this kind:

A COUNTRY WALK.

Let but the sun above me shine
Down from a clear blue sky,
And let beneath my hast'ning feet
A soft green carpet lie.

Before me, as a beckoning hand,
Set out a winding lane
That climbs to yonder fir-clad heights
And vanishes again.

A good three hours' fresh'ning march,
By wooded hill and dale,
May bring me to a haven then
Of country cakes and ale.

And as I saunter on the heath
I give my thoughts free run,
To while away the passing hour
Beneath the scorching sun.

I laugh, I often sing and leap
My joyful way along,
Filling the perfumed air around
With echoes of my song.

My fancy flies to yonder cloud,
Which rolls along so vast
And revels in fantastic thoughts
Evoking mem'ries past.

Just as the Redskin throws himself
On Ocean's mother breast,
That friendly waves may bear him home
To feather'd kin and rest.

The only doubt I should harbour, as a candidate, would be the wisdom of “feathered” in the last line. It comes perilously near to being a joke—and that would, of course, if suspected, result in a heavy loss of marks. Jokes must never creep into diplomatic correspondence; and no one can have studied the dispatches of Mr. MacDonald and Lord Curzon without being impressed by the rigidity with which both of them conceal their excellent sense of humour from foreign nations and reserve it strictly for home consumption.

If poetic excellence alone were the legitimate aim of the candidate, I should recommend the following version, which is freer in style and gives much better scope to any latent genius:

THE WALKING CRAZE.

Sun, burn your hottest,
My heart's in a blaze!
Sky, shine your bluest—
I've the walking craze!

My swift feet yearn
For the squelch of green turf,
To kick up the dust
On the road by the surf.

I'll march for three hours—
Three days, if you will!—
For a good square meal
At the inn on the hill.

Thoughts!—I'll scatter
Ideas like corn
By wood and by heath,
In the early dawn.

The air shall resound,
As I dance along,
With impromptu *bon mots*
And snatches of song.

I'll leap to the clouds
In a frenzy of joy,
And conjure up scenes
From my life as a boy.

Like a Cherokee Chief
At the end of a war,
Swimming home on a wave
With a scalp to his squaw.

But, whilst this latter version would establish one's reputation as a minor poet, of whom greater things might be expected, I feel doubtful about its being accepted as a recommendation for the public service. And I therefore advise candidates for the Foreign Office to content themselves with the former model. In any case, it is hardly worth while for a future diplomatist to cultivate his poetic faculty if he is not to be allowed to draft verses for the use of Mr. MacDonald in his work of conciliation abroad.

THE PRINTER'S CRAFT.

BY R. D. MORSS.

Some ten years ago, and more, the writer was attracted by a course on the Technique of Printing, given in the Graduate School of Business Administration of Harvard University. To that course came Daniel Berkeley Updike—master printer, scholar, and craftsman—and delivered a series of lectures on the history of printing type. Those lectures have now taken the form of two stately volumes: "Printing Types: their History, Form, and Use,"* published by the Harvard University Press. No more important contribution has ever been made to typography in its historical, literary, and artistic aspects. To those interested in the art of printing, the book is a delight and a mine of interesting information.

"Typography," writes Mr. Updike in his Introduction, "is closely allied to the fine arts, and types have always reflected the taste or feeling of their time." A sorry reflection, this, on the taste and feeling of our own time, when one finds in otherwise cultured communities so very few who evince the slightest interest in the form in which their reading material is served up—provided always that it meets the test of reasonable legibility.

The invention of printing—at least in so far as it became a practicable undertaking—is generally attributed to Gutenberg at Mainz, about the middle of the fifteenth century. The printer's first competitor was the scribe, and the written book. Those who could read were accustomed to the letter forms of the manuscript book. Consequently, the early printed book almost always adopted letter forms similar to the contemporary written style of its place of production. Of the earliest type forms, none surpassed the Italian. It was at Venice in 1470 that Nicholas Jenson (a Frenchman by birth) produced his famous roman type, based on the best Italian Humanistic MSS. of the period, a type which even in the present day affords a model which has never been excelled.

To trace the ups and downs in the quality of the printed page, from the magnificent work of the early printers to the present day, when so much of our printing is mired deep in the valley of inferiority, is beyond our present purpose. In "Printing Types" the story is well and fully told, and he who reads may learn how "the mid-eighteenth century English types of which Caslon was the designer, had precisely those honest, somewhat heavy, but workmanlike qualities, exhibited in the early furniture of Chippendale, and the architecture of Vanbrugh." How "the types of Baskerville, Bodoni, and Didot possess a fragile and affected elegance reflecting the distinguished but fragile decorations and furniture introduced into England at the end of the eighteenth

century by Robert Adam." How "heavier types were revived by William Morris, and they were nearly contemporaneous with furniture forms rendered in lumber-'mission'-furniture, so 'sincere' in trying to escape the imputation of fragility that it made 'spring' house-cleaning an affair of the derrick and the wrecking crane."

The early part of the nineteenth century saw a return to use of the Caslon types, and with them a small but growing interest in the revival of good printing. Towards furthering this movement certain private presses contributed not a little in the latter years of that century. Although their output was for the few, they spread an interest in the older type forms, and emphasized, particularly, the artistic superiority of a few carefully chosen types well used, over the heterogeneous mixture of ill-begot faces, unfortunately still used by many printers under the misguided impression that thereby is secured additional emphasis and effect.

The idea of craftsmanship seems to have been so far lost to printing that it was not until a comparatively few years ago that any of the so-called "commercial houses" attempted to offer to the public printing conceived in accordance with the canons of the sound artistic typography of the past. That these printers, who were so bold as to search out the best traditions of the best printing and apply them with intelligent modification to the requirements of to-day, have been able to survive and thrive, is a tribute to their foresight, and to the enlightened portion of the public in whose good taste and sense of appreciation they had confidence. The purchaser of printing to-day need not buy poor printing unless he wants it.

There lies before us a little volume entitled "Typography,"* the work of one of these progressive printers. It is his "specimen book" of types. It shows the types in which he is prepared to print anything, so it would seem, from a letter head to a hoarding announcement. A fine selection (not *collection*) of types they are. It is more than a specimen book, for by way of foreword this little volume contains chapters on the history of printing, on printers' "flowers"—those type ornaments which, correctly and sympathetically used, lend much grace and charm to the printed page, and conversely in the hands of the tyro become a curse and an abomination—and lastly a brief discussion on "tests for types" and "points of a well-made book." Would that every person who takes "copy" to a printer, no matter how small the job, knew these chapters by heart! He who fails to give this book a place among his treasured possessions "loves not the arts."

* An English edition is published by Humphrey Milford, Oxford University Press, at £3 15s.

* Typography. The Pelican Press, 7s. 6d.

A PIONEER WORK

THE CLOISTER SERIES was first introduced to English users of printing by the Pelican Press. It is by far the best of the many types cut with both eyes on the 15th century letter of Jenson. *And it has italics.*

Kennerley italic is a fine letter, of which the Pelican Press was the Pioneer in this country.

MOREAU-LE-JEUNE was also first used in England by the Pelican.

The Cochin roman and italic (of the same French series, first used by the Pelican) is a very faithful re-creation of the 18th century.

NICOLAS COCHIN IS AS FINE A MEDIUM FOR HIS ART AS A PRINTER HAS EVER USED

It sings and shines from the page. Again, this type with its full range of seven sizes was first made known in this country through the Pelican Press.

FOURNIER-LE-JEUNE

decorated capitals are manifestly for special and discreet use only. So used by the Pelican Press, they have been "the making" of more than one seemingly intractable job.

The following ligatured letters were first revived by the Pelican Press (which also ingeniously found a way of tailing the capital letters in *Qy* and *Qy* on the Monotype machine): *is as us in.*

The brilliant letters of the new Narcissus series are held exclusively by the Pelican Press.

MUSIC.

NOTES ON RECORDS—VIII.

By J. T. BAVIN.

[*These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.*]

MOVEMENT FROM A BEETHOVEN TRIO IN C, AND HOLST'S BRIGHT MORNING ON THE ALPS. (COLUMBIA 2345).

The first is an arrangement for flute, clarinet and bassoon of a movement from a trio by Beethoven. It is good for hearing the tone of the bassoon, an instrument often used in the early days instead of an additional horn, and in its upper notes somewhat like the sound of that instrument; when only two horns were used the bassoon was often combined with them to complete the harmony. A trio is a composition for three instruments or voices.

The present example is simple in construction and consists of a first section in which the flute has the melody; a second section commencing with a running passage on the bassoon and ending with this passage transferred to the flute while the clarinet sustains. A similar short passage on the clarinet is followed by a short staccato (detached) upwards run on the bassoon which leads to a return of the opening phrase. A short coda in which the low notes of the bassoon may be heard completes the movement, which is in simple three part form (Ternary Form), *i.e.* statement, contrasted statement, and re-statement.

Holst. Bright morning on the Alps. (Columbia 2345). Another Trio, played by the flute, violin, and harp, which is useful for listening to a harp but is of slight importance as music. After a short introductory passage there is a melody on the violin, while the flute softly plays an accompanying tune and the harp has chords. In the middle of the movement the harp plays passages of quickly moving single notes.

When one sees the name Holst one thinks of the Englishman of that name who was born at Cheltenham at the beginning of the last quarter of the nineteenth century and who is in the front rank of living musicians. There have, however, been other musicians of the same name, and it is extremely probable that the above trivial work is by one of them.

Things we have noticed: Flute, clarinet, bassoon, trio, staccato, ternary form, Beethoven (E.O. May and June, 1924); flute, violin, harp, Holst.

Education of Choir Boys.

A cheque for £25,000 has been sent by Mrs. Marke Wood, widow of Mr. James Marke Wood, the Liverpool shipowner, to Mr. H. H. Noble, treasurer of Liverpool Cathedral, for the education of the Cathedral choir boys at Liverpool College.

HANDEL'S LARGO IN G, AND ELGAR'S SALUT D'AMOUR. BOTH ARRANGED FOR 'CELLO SOLO WITH PIANOFORTE ACCOMPANIMENT. (COLUMBIA 1478).

This record gives two good examples of melody (a succession of groups of single sounds) and harmony (two or more sounds heard at the same time), the 'cello having the former and the piano the latter. It also illustrates the existence of foreground and background in music, as in a picture; if we cut away the background the picture loses much of its interest, similarly if we do not listen to the accompaniment as well as the melody we lose a great deal of the enjoyment of music.

Largo is an Italian word meaning slow and broad in character. The piano plays the opening chords and then the well-known melody begins on the 'cello. Notice the tone of the 'cello, we can hear the vibrato common to all stringed instruments. Only half of the Largo is here, the missing half consisting almost entirely of a repetition. The music of the Largo is really a song, "Ombra ma fui," from "Serse" (Xerxes) one of Handel's Italian Operas. An opera is a work in which acting, singing, orchestra, and scenery are all of equal importance.

SALUT D'AMOUR. The piano has two bars of harmony then the 'cello begins the melody. Many fragments of accompanying melody can be heard on the piano, especially in the last half. The composition consists of a short opening section, a contrasted middle section, a return to the first section considerably enlarged, with a coda. At the beginning of the coda the opening melody can be heard on the piano (just before the end of the record); thus we see that an accompaniment to a melody may itself also be melodious. The first section is complete except for its repetition, but the others are cut short. The record gives a good idea of the tone of the 'cello. This is one of Elgar's smaller works. It was written originally for a small orchestra.

Elgar was born at Worcester just after the middle of the 19th century. In the front rank of great musicians, he is probably the greatest of all English musicians.

Notice the difference in the character of the accompanying harmonies in these records. The Beethoven trio has harmonies largely made of other melodies which accompany the principal one, while the Handel Largo has harmonies made chiefly in solid blocks of sound. The harmony of the former is "contrapuntal" (E.O. March, 1924), and of the latter "chordal" (in chords). In the middle of the Holst trio the chordal accompaniment of the harp is in "arpeggio," *i.e.*, the notes of the chord are spread out one after another, as is the usual way of playing a harp (arpeggio means like a harp, spread out), instead of being sounded simultaneously or, as expressed above, "in solid blocks."

Things we have noticed: Largo, 'cello, Serse, Handel (E.O. April, 1924) opera, harmony, melody, Elgar; chordal, contrapuntal, arpeggio.

ART.

Gauguin and the Danes.

Gauguin in his diary says, "during the last twenty-five years, while Norway and Sweden have invaded the picture shows of France in order to copy whatever is being done that looks well, no matter how bad it may be, Denmark, ashamed of the blow it received at the Universal Exhibition of 1878, began to reflect and even to concentrate on itself. From this has resulted a very personal Danish art, which is worthy of serious attention and which I am happy to praise here."

His praise apparently does not amount to much. Gauguin seemed intensely to dislike this country into which he had married. It is understandable that an artist of his temperament would hate Thorvaldsen—Greek mythology turned Scandinavian and then, another dilution, Protestant.

In the circumstances it is interesting to find the work of a Danish sculptor, Utzon Frank, sandwiched between two rooms of Gauguin's works at the Leicester Galleries. Now Utzon Frank is a very different matter from Thorvaldsen, and yet I cannot help feeling that Gauguin would have liked him just as little. The Danes are an exceedingly cultured people, and Utzon Frank is an example of intense culture. Strip his work of its culture, take from it that which it owes to a nice feeling for classic antiquity, and you discover that there is little left. His work is the outcome of an impeccable taste. It has, in short, everything that Gauguin has not—nothing that he has. Nothing could be a greater contrast than the Utzon Frank large bronze nude and Gauguin's "Nevermore."

The drawing of the Gauguin is weak. The contours, especially round the hip and thigh of the left leg, are fumbling and inexpressive, yet from the whole we get a design and sense of virility and a feeling of life that the Utzon Frank adjustment can never bring. This is not to deprecate the latter. Gauguin wins no doubt by a more immediate and urgent appeal. Perhaps they have one thing in common and that is a decorative effectiveness. Could anything be more beautiful than all these rich and glowing Gauguins hung round the further gallery. Mr. Hartrick in an introductory note to the catalogue speaks of Gauguin's having practised the art of stained glass work, from which Mr. Hartrick suggests "he got an idea of design and colour which exactly suited him." This is a suggestion of infinite probabilities.

The Maestrovic exhibition at the Fine Art Society is a good representative selection of the work of this energetic artist. The wooden figure of a woman will have many admirers among Maestrovic enthusiasts. To be "impressed" probably requires some condition of mind outside the scope of æsthetics. I must confess to not having it, therefore much of Maestrovic's greatness leaves me cold, and while I admire his energy as energy, I refuse to confuse it with his abilities as an artist.

Walter Sickert at the Independent Gallery.

This is disarmingly fascinating. There is no doubt of his greatness as a draughtsman. Mr. Sickert draws like a painter. In fact, many of his drawings are almost paintings. They have a quality of tone and colour which is instinctive rather than deliberate; not to be confused with the practice of "shading" a pencil drawing.

RUPERT LEE.

EDUCATION IN MADRAS.

BY HENRY J. COWELL.

In India to-day, as elsewhere, there are many problems in regard to education for which a satisfactory solution has yet to be found. Indeed, there are in the sub-continent special and specific problems peculiar to itself. One very important point emerges, however, and that is that the problem of "control" is being definitely viewed and treated from the viewpoint of "devolution."

If for the moment attention is confined to the presidency of Madras, we still have an immense field to deal with, as that presidency alone—or rather that portion of it controlled by the Government of Madras, there being several important native States whose educational administration is in the hands of the princes of those States—has a population of forty-two millions, roughly equivalent to that of England, Wales, Scotland and Ireland. Of the forty-two millions, just under two millions are under instruction, of whom 180,000 are at the secondary stage and 1,600,000 at the elementary stage. Altogether pupils and students are being taught in some 45,000 institutions.

Under the Despatch of 1854, the fundamental principle is laid down that in the Indian system of education public and private effort are associated in a partnership of service to the nation. The responsibility of the State for the progress of education means that the control of education rests ultimately with the State. The question as to how the State in India can most efficiently exercise its control has not been fully answered as yet. But it is clear, at any rate, that control is to be most effectively secured by a gradual process of devolution. So far as that devolution has actually gone, it has followed two lines: (1) from centralised to local control; (2) from official to a combination of official and non-official control.

The Government of India Act provides for the practical autonomy of the provincial governments in regard to education. In the particular provinces control is exercised in general through the Provincial Education Department, the head of which is the Director of Public Instruction. In Madras *ad hoc* Educational Councils were set up in each district of the presidency, the duty of these councils being restricted to the care of elementary education within their area. The councils have a membership which is partly official, partly non-official. Care is taken that the membership comprises a fair representation of all the educational interests in the district.

The councils are empowered and enjoined to make a survey of the condition of elementary education in their districts, to prepare schemes for advance, and to consider the position of the teacher and his training. This devolution has accordingly entrusted control to bodies whose sole concern is education, on which the various educational interests are represented, and by which thorough knowledge of local needs, and adaptation to local conditions may be most satisfactorily obtained.

Now a further step in the direction of the devolution of educational control has been taken by the establishment throughout the presidency of District Secondary Education Boards. These boards are small in regard to membership and their functions are only advisory at present, but there is a large field over which their counsel can be beneficial.

COMPETITIONS.

JUNE RESULTS.

I. *Seven Don'ts for Devoted Parents.*

An excellent competition, with many examples of concentrated wisdom. The best set was sent by MISS N. C. UNDERHILL, 16, WELLINGTON SQUARE, OXFORD, to whom the First Prize of ONE GUINEA is awarded.

The Second Prize of HALF A GUINEA goes to MISS FRANCES MARY WALMSLEY, ASHDOWN PARK, COLEMAN'S HATCH, ESSEX.

Three Special Prizes of FIVE SHILLINGS each go to

1. MR. W. D. ROBERTS, WALFORD HOUSE, FOLKESTONE.
2. MRS CHANNON, ETON COLLEGE, WINDSOR.
3. MR. J. J. WALTON, WEST BUCKLAND SCHOOL, BARNSTAPLE.

II. *A Story of a Kind-hearted Giant.*

The number of competitors was so great as to make the task of the judges resemble that of an examiner in the "Locals," and the stories reached a high level of merit.

The best was sent by DORIS COOK (15½), CENTRAL SCHOOL, BROCKLEY, S.E.4. to whom goes the First Prize of TEN SHILLINGS.

The Second Prize of FIVE SHILLINGS goes to ERIC EARLE (9¾), PROPRIETARY SCHOOL, GRAVESEND.

Special Prizes of books will be sent to

1. IRENE WAINSCOT (11), OLD PALACE SCHOOL, MAIDSTONE.
2. CHRISTINA DEVINE (15), CENTRAL SCHOOL, BROCKLEY, S.E.4.

Some Don'ts for Devoted Parents.

The following are among the counsels offered by our competitors:
Don't think that your child is as interesting to others as he is to you.

Don't think he is quite different from all other children.

Don't allow him to think so.

Don't discuss him in his presence.

Don't criticize his school or his teacher in his presence.

Don't make him conspicuous by his dress.

Don't forbid undesirable companions—offer more attractive ones.

Don't make the home atmosphere one of "don'ts."

Don't alienate your children's confidence by nipping youthful enthusiasms in the bud.

Don't quote *ad nauseam* your own infinitely superior young days.

Don't fancy your children equipped with the monopoly of mental, moral, and physical endowments, but leave a few to the ewe-lambs of other "devoted parents."

Don't so effectually put yourselves in the second place that your children think it the most natural thing to keep you there.

Don't educate your children to be "specimens" but sportsmen.

Don't ever say your daughters have finished their education.

Don't give a command unless you mean to have it obeyed.

Don't imagine that a child's education is confined to the formal instruction of school hours.

Don't forget that it is practically impossible to transform geese into swans.

Don't discourage an elder child who chances to be somewhat duller than a younger brother or sister.

AUGUST COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for

Ten Fictitious Examples of "Truth in Advertising."

E.g.: "Our seal coney coats are made of dyed rabbit skins."

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

Three Hundred Words, or less, on "The Best Day of my Holidays."

ACROSTICS.

Double Acrostic—No. 7.

(Third of Series).

Killing off dragons was his chief enjoyment,
And rescuing damsels his daily enjoyment.

1. These animals are truly rural;
(The word you'll find's a double plural).
2. In London town two centuries ago,
Ha'pence through window-panes he'd throw.
3. Narrow and prejudiced often may be,
Chiefly because it's surrounded by sea.
4. He trembled violently through fear
Whene'er a battle he drew near.
5. In search for plants there plain will be
A whilom Czar of Muscovy.
6. For want of light I droop and pale;
Cut off my head and eke my tail!

Solution of No. 6.

1, Catspaw; 2, Laputa; 3, OmiT; 4, CauC; 5, Koorbash.
NOTES: 1, Two meanings; 2, Gulliver's Travels; 4, Caucas.

Solutions must be addressed to the Acrostic Editor, THE EDUCATIONAL OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1, and must arrive not later than the 15th of the month.

Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of September, and the results will be published in our October number.

SCHOOLCRAFT.

PICTORIAL TIME-CHARTS IN HISTORY TEACHING.

By G. A. PUZEY.

In the earlier stages of the teaching of history, two of the most difficult tasks are the teaching of the chronological order of events and the development of a sense of time-values. Of these, the latter is much the more important; for one frequently finds children of school-leaving age with but a very imperfect sense of proportion in matters of historical time. They—and, indeed, many of their elders—are surprised to find, for instance, that in point of time, the Norman Conquest is actually nearer to our own day than to Julius Cæsar's landing in Britain; and that the period of the Roman Occupation of our land was even longer than the time which has elapsed from the defeat of the Spanish Armada to the present day.

Many a child, too, and not a few grown-ups, would find not a little difficulty in arranging in chronological order a number of historical personages and events, such as, to take a few random examples: the building of the Pyramids, the Siege of Troy, Abraham, Joan of Arc, Captain Cook's voyages, the American War of Independence, Charlemagne, Magna Carta, the Battle of Marathon, the Indian Mutiny, Caxton's printing-press, and Arkwright's spinning-jenny, even though their knowledge of each of these may be quite extensive. Many would be unable to indicate, even approximately, the actual time which elapsed between any two events.

In order, therefore, to make the "time-sense" much more of a reality, it is suggested that "Pictorial Time-Charts" be made; thereby not only elaborating and making more attractive the modern teaching idea of the "line of time," but affording excellent opportunities of co-operative and communal work, developing the "community" sense of the school, and thereby improving its general tone.

The general method of constructing these charts (which will, of course, need frequent modification in particular cases) is that a number of sheets of plain drawing-paper, white or tinted, are fixed, end to end, along a convenient portion of the wall; the "central hall" being quite the best place in schools of that type. On these sheets a plain horizontal line is boldly drawn, preferably in Indian Ink or some similar medium; this line representing a "scale of years"—or centuries—covering the particular period or epoch being studied. At scale-correct points along this line the outstanding events are marked by short vertical lines above the main line, dates and wording being inscribed in neat square or rectangular "labels" at the head of these vertical lines. Supposing, for example, a school is constructing such a chart to cover the period from 55 B.C. to the present day. A main line of some eight feet three inches (if so much wall-space could be spared) would make an admirable scale, allowing each inch to represent twenty years. About two feet from the beginning of this scale, therefore, might be marked such an event as "447, First landing of English"; while at a distance of a further two feet two small labels might draw attention to Alfred's struggles with the Danes in this land, and the landing of the "Northmen" in Normandy. Still another

twelve inches along the line would be approximately the correct position for indicating "Magna Carta," and so on. The whole of the space below the main scale-line would be reserved for the pasting of pictures—coloured or plain, but necessarily small—illustrating some of the more important personages and events; and it is in the collection of these pictures that the scholars' co-operation is particularly needed, and is, indeed, almost indispensable. Picture postcards such as those of the London statue of Boadicea, that of Alfred at Winchester, and bas-reliefs on the Hampden memorial at Aylesbury, are excellent for this purpose; as are small reproductions of such historical paintings as Millais' "Mercy" and "The Boyhood of Raleigh," Yeames' "When Did You Last See Your Father?" and Meissonier's "1814," and illustrations from odd copies (not wanted for binding) of such serial publications as *The Children's Encyclopædia*, Cassell's *Book of Knowledge*, *My Magazine*, *The Story of the British Nation*, etc. Old magazines, such as the *Windsor* often contain useful illustrations of this kind; while the humble "cigarette card" is by no means to be despised. If, too, one numbers among one's acquaintances a working bookbinder, he will doubtless willingly provide large numbers of covers of fortnightly parts of serial publications, containing much suitable illustrative material. Here and there, when the pictures are being pasted on the chart, a small historical model may be fixed among them, and other methods of adding variety and interest will no doubt suggest themselves to teachers.

It is suggested that two large "school" charts be made; one to illustrate the outlines of World History from, say, the days of the Pharaohs, and the other to show something of the chief events of the story of our own race. The various classes of the school may well, however, construct similar "classroom" charts to illustrate in greater detail the particular phases of history they may be studying; and it is well to include in each chart a neat "scale of years" corresponding to the "scale of miles" to be found on a map.

THE OUTLINE OF THE BRITISH EMPIRE: edited by Sir Harry Johnston and Dr. L. Haden Guest. (Newnes. 15s.)

An outline, we have come lately to learn, is a rather large quarto volume with many illustrations. Accepting that, as we accept wireless and aeroplanes, we may also accept a run through this volume as an exercise preparatory to a Wembley visit. It is a pleasant and very informative exercise. We are a little disappointed, perhaps, in not getting quite so much of Sir Harry's genial ferocity as we have come to look for. No doubt his medical co-editor soothed him a little. Which of the two was it, we wonder, who supplied the adjective in comparing Falmouth harbour with the "blatant" Bay of Naples? "Blatant" is delicious.

There are, of course, many maps and many pictures—seventeen of the latter being in colour. The designer of the title-page, however, missed an opportunity. With colour and a large service at his command he has produced nothing that is in the least symbolic of, or significant of, the British Empire.

Still, it is a work both attractive and useful. Moreover, it is cheap at fifteen shillings. R.J.

EURHYTHMICS AND ENGLISH.

A CRITICISM. BY N. NIEMEYER.

About the Dalcroze system there is nothing more to be said. Its logical analysis of the elements of music, and its method, become perfectly clear after a very short acquaintance, even to teachers of other subjects. Yet the demonstration given on Saturday, July 12th, under the auspices of the Dalcroze School, left one teacher at least thoroughly beclouded. No part of this confusion of mind arose from the beautiful Dalcroze work. M. Dalcroze concentrates on rhythm, time, and note values, phrasing and form, and these things are the ultimate elements of music. All the method, all that takes the eye, all the movement, are merely ways of taking these musical elements into the substance of one's nature. The final creation of the Dalcroze method must be an individual inward sense of music reaching to the highest appreciation, and catching at every musical element (of which rhythm is one) in life outside music. The Dalcroze method does not confuse one.

What I fail to grasp is the curious "application of Dalcroze principles" to training in English, as demonstrated by Miss Mona Swann. To follow Dalcroze inspiration would be to consider the essential elements in literature (for Miss Swann's ground includes grammar, and the structure of language, and the interpretation of prose and poetry—in a word it seems, the whole field of literature), and to take the pupil into the very essentials of it in the directest way. Miss Swann writes:—"Language Eurhythmics is a three-fold method, comprising (i) the study through movement of grammatical and structural laws, supplying the more especially mental element of language training. . . (ii) choral voice training. . . (iii) the interpretation of poetry . . . by group recitation with group movement."

But in what way is movement a useful help in the study of grammar? Is not understanding a better one? Movement corresponds inevitably with something in music; what correspondence has movement with grammar? And then again, "The study through movement of grammatical and structural laws, supplying the more especially mental element of language training." Is not the more especially mental element of language the conveying of meanings by sound-symbols, and the fine appreciation of words and meanings? On this point music and language differ deeply from one another; music is made of sounds which exist apart from meanings, language is a fabric of fixed significances. Hence there must be a great difference between the methods of approach in each subject.

One can only judge of Language Eurhythmics by what Miss Swann put on the stage. Either Miss Swann's theory is doubtful, or her examples were unfortunate. Her language training as illustrated by herself, either dealt exclusively with choral and group work, or

else seemed artificial. What can be the object of punctuation exercise? In ordinary talking these children know how to ask a question. In writing will the association of these large arm movements help them to remember their commas? If the exercise will not help either in speech or in writing, what purpose does it serve? Again, what does a child gain in real experience from reciting "Simple Simon" in choir?

As to the "Interpretation of poetry and prose studies by group recitation with group movement," two specimens were offered. One was a Hymn to Apollo, and as I could not hear the words, I could not judge how far the movement interpreted the poem nor how far the poem expressed a group emotion. The second specimen was the combined recitation of Miss Swann's poem, "An Italian Vintage." I found it again very difficult to hear what the children were saying, a difficulty which should not be encountered in well-performed choral work. I got the impression of a descriptive sketch of the grape harvest with addresses to, and possibly replies from, the various groups of workers. The gesture seemed to be illustrative of grape gathering, and to be suggestive of the thing described, not at all an interpretation of the poem, except in a very commonplace sense. And behind this I felt a deeper objection. Why should this poem be choral or group work at all? Was it not an expression of individual feeling? Apart from this poem, of which one cannot be sure owing to the difficulties of hearing it, the choral art of speech seems a very specialised one, which needs much more careful training than was demonstrated.

No teacher can reject or condemn any device wholesale, for almost any device may come in useful sometimes. But for a new system Miss Swann did too much or not enough. If she has a whole system of language teaching (teaching which cannot be separated from literature), it needs fuller presentation to the public. If, on the other hand, the work shown on Saturday does justice to language Eurhythmics the system seems to lead a child away from the essential elements in literature into the wastes of elocution. Let it at least be kept separate from the Dalcroze system.

CANTATAS.

"The Enchanted Pictures," for treble voices in unison and two parts. Words by Doris Rowley, music by Alec Rowley. Arnold's Music Series. 2s. 6d. The work is tuneful and fairly easy. It is suggested that the stage "properties" should be three empty picture frames, draped, from out of which appear The Wizard and the Elves, The Soldier and the Shepherdess, and the Dancer. The characters can act in dumb show as the chorus sings the words; or the whole work can be sung without action or scenery. It is a taking little work.

"The Fun of the Fair," also by Doris and Alec Rowley, is a lively cantata, introducing solos for The Fortune-teller, and various showmen who invite you to "The Roundabout," "The Witch's Tent," "The Sweet Stall," "The Side Show," "The Swings," concluding with a two-part chorus "Homewending." The work would do for a concert or parents' day at school, and should prove most attractive. Arnold's Music Series. 2s. 6d. A.G.

BLUE BOOK SUMMARY.

The Education Estimates.

Of the twelve votes under Class IV of the Civil Service Estimates (Education, Science, and Art) No. 1, Board of Education, occupies three out of the seven dozen pages of the Order paper and accounts for forty-two out of the fifty millions of the estimates. The £41,900,000 "to pay the Salaries and Expenses of the Board of Education and of the various Establishments connected therewith, including sundry Grants in Aid," is shared under the sub-heads, A to K, which total in gross forty-four millions odd for the ordinary services. Deducting £2,360,626, under sub-head L, Appropriations in Aid, there is left a net total of £41,831,900. To this is added the so-called War Services, *i.e.*, higher education of ex-Service officers and men, £68,100, and the sum above quoted is produced. The Appropriations in Aid are made up of a miscellaneous category of receipts—sale of photographs, post-cards, and catalogues at the Museums at South Kensington, repayment of grants overpaid, fees for examinations, and so on; but the main item towards this total comes from "pension contributions" under 12 and 13, Geo. V, c. 42, amounting to £2,335,000! In addition to the superabundant "notes" on each sub-head supplied from the Treasury Chambers, the Board itself has issued its usual memorandum on the Education Estimates (Cmd 2,148), and notes and memorandum must be read together. Leaving out the sums for A (administration), B (inspection), E (pensions), G (College of Art), H (Victoria and Albert Museum), I (Science Museum), K (Bethnal Green Museum), M (War services), which account for about four and a half millions, there remains a sum of £39,718,804 for elementary and higher education, *i.e.*, £32,563,584 for the one and £7,155,220 for the other. "The main features of the Estimates," says the Board, "are that they amount to the same total, in round figures, as last year; that they show an increase of more than £1,000,000 [£3,467,215 as against £2,400,000] on teachers' pensions; that specific limits are no longer to be imposed upon the expenditure of local authorities to be recognised for grant; that the grants will suffice to meet an enlarged expenditure by local education authorities both on elementary and higher education; and that some services under the direct management of the Board (in the Museums and Royal College of Art) which have of late years been reduced or suspended are to be restored." The provision for improvements in education without over-running the figures of last year's estimates, in face of the increased Pensions Bill, has been made possible by (1) a diminution of £260,000 in the expenditure under the fast lapsing scheme for the education of ex-Service officers and men; (2) a big drop in the actual expenditure of L.E.A.'s below their own estimates for last year, and the assumed figure on which the Board's estimates for 1923-4 were based; (3) the decline in attendance at elementary schools. As to (2) the L.E.A. estimate for 1923-24 was £58,184,105 for elementary education, but the Board, judging by the experience of recent years, estimate that in reality it will be nearer £57,500,000. The "out turn," as they call it, for the previous year showed a falling short of the estimate of over two millions. The same difference is anticipated with the L.E.A. higher

education estimates. This is assumed by the Board to amount to £12,060,000 (£100,000 less than last year's). The non-recognisable portion of this—non-recognisable under the much criticised Circular 1,259 of 1922—is taken as £450,000. This leaves £11,610,000, half of which is made up of the Board's grant of £4,998,000, together with £807,000, the Residue Grant under the Customs and Excise Local Taxation Act, 1890.

Taking the Board's assumed figure for L.E.A. expenditure as £57,500,000, and the assumed average attendance as 5,100,000, the cost per child in the elementary schools averages out at 225s. 6d. In 1920-21 the figure was 224s. 5d., in 1921-22 234s. 5d., and 1922-23 227s. 6d. No such per pupil figures are possible in the case of higher education, since local expenditure is a combination of maintenance of their own schools and "aid" to non-L.E.A. schools. Moreover, in many institutions, especially technical schools and evening classes, the number of students does not furnish any standard unit, since the schools are largely frequented by part time students.

There is naturally much in both the Treasury notes to the estimates and in the Board's memorandum that will repay study—especially by those interested in or concerned with the administrative side of education. In places the memorandum supplements the notes. For instance: on page ten of the former we learn that the £32,492,074, the amount of sub-head (C1), grants to L.E.A. for elementary education, consists of three million odd arrears due from previous years, and £29,403,000 of instalments of grant for 1924-25. This is 90 per cent. of the estimated grant for the year, which is £32,670,000, and this again is 56 per cent. of the assumed L.E.A. expenditure (£58,250,000). There are some interesting paragraphs concerning the fall in the number of births before and since the war years—a subject introduced into last year's memorandum; and others on the removal of the limitation of L.E.A. expenditure to fixed amounts; but perhaps the most enlightening paragraphs are Nos. 16 and 17—the first on the total expenditure from the Exchequer on Education; the second on the total expenditure from Exchequer and Rates combined. They are too important to serve as a concluding paragraph to this column and deserve a column to themselves on some future occasion. A discussion of such sort obviously depends on the meaning attached to education. Teachers and others are so closely associated with schools and grant regulations and local authorities that the great number of other branches of education quite accurately included under that head are lost sight of. The Board of Education has no concern with, for example, the universities; and nothing can be learnt of them under the ten votes of Head 1. The Treasury vote to universities and colleges is dealt with in Head 10 on page 72 of the Estimates.

AN OUTLINE OF UNITED STATES HISTORY: For use in the General Course in United States History, Yale College. (Yale University Press and Oxford University Press. 3s. 6d.)

This large pamphlet is a student's note book rather than textbook, with dates, tabulations, and statistics. In many ways it would be a useful addendum to a reading of the history of the United States.

R. J.

ASSOCIATION NEWS.

The Teachers Council.

The first meeting of the Council which has been elected for the triennial period ending 30th June, 1927, was held on Friday, 18th July. At the preliminary meeting, held in accordance with the provisions of the Teachers Registration Order in Council, the first business was the election of members to represent the teachers of art and of commercial subjects respectively. The appointing bodies concerned had failed to achieve unanimous nominations. The Council re-elected Mr. H. Barrett Carpenter, Headmaster of the Municipal School of Art, Rochdale, to represent the Teachers of Art, and Dr. R. W. Holland, Director of Studies, Pitman's School, Southampton Row, to represent the Teachers of Commerce in place of Mr. Alfred Nixon, who has recently retired from the post of Principal of the Municipal School of Commerce in Manchester. Among the other changes in the membership of the Council are: Mr. M. L. Jacks, Headmaster of Mill Hill School, replaces Mr. M. J. Rendall, of Winchester, as the representative of the Headmasters' Conference; Miss Fanner takes the place of Miss Gwatkin as a representative of the Headmistresses' Association; Mr. W. R. Anderson has been appointed to succeed Mr. A. A. Somerville, M.P., as representing the Assistant Masters' Association; Mr. Guy Campbell represents the Teachers of Gymnastics, in place of Miss Graham; and Mr. H. Humphrey represents the National Union of Teachers, in place of Mr. G. H. Powell; the six other representatives of that body remaining as before; Mr. C. Barrass takes the place of Mr. J. H. Lumby as a representative of the Class Teachers' Federation; and Mr. H. J. Chaytor represents Cambridge University. At the first meeting of the Council, which followed immediately after the preliminary meeting, Lord Gorell was re-elected as Chairman. Several members expressed their appreciation of the services Lord Gorell has rendered since the retirement of Sir Michael Sadler, and the invitation to continue in office was unanimous and cordial.

Professor B. M. Connal was elected as Treasurer in succession to Sir Walter Durnford, and the various committees were elected. After transacting the formal business the Council adjourned till October. In the meantime there will be prepared a statement of the Conditions of Registration, with reference to the List of Associate Teachers and to the new List of Provisionally Registered Teachers.

The discussions on matters connected with professional conduct are now being continued with the officers of the Board of Education and it is expected that an agreed statement will be formulated in the autumn.

College of Preceptors.

The arrangements for the Courses of Lectures to Teachers are proceeding smoothly. It is intended to provide a series of courses which, taken together, will be of great value to young teachers, while single courses will be available for experienced teachers desiring to equip themselves for the teaching of a special subject.

The Selborne Society (London Pilgrims' Section) has issued its programme of excursions for the half year, from July to December inclusive. The excursions include visits to factories as well as to places of natural or historic interest in country and town. Particulars can be obtained from Mr. P. J. Ashton, 72, High Street, Bromley, Kent.

London School of Economics.

When the new wing on Clare Market is complete, the London School of Economics and Political Science will have a permanent building more than four times as large as the one occupied four years ago. Next Session will begin with at least seven more University posts for appointed teachers than it had at the beginning of the present session: a chair of English Law, a chair of International Relations, and Readerships in Social Anthropology, Statistics, Mediæval Economic History, Accountancy and Sociology.

Central School at Ealing.

New Central Schools are to be opened in Lammas School buildings, Ealing, on August 26th. The scheme of instruction will cover four years and will embrace half a dozen courses. Applicants for admission were required at the entrance examination held last month, to be between 11 and 13 years of age.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Burnham Committees.

There was a further meeting of the Burnham Committees on Tuesday, 15th July. At the close of a long day of talk and anxiety the Committees agreed to the issue of the following public announcement: "The Elementary, Secondary, and Technical Burnham Committees met at the Board of Education on Tuesday, July 15th, and have agreed to continue negotiations in the autumn."

It is recognised by primary school teachers all over the country that the position is extremely critical. Many were expecting to hear that the committees had decided to break off, and the fact that negotiations are to continue is giving some present satisfaction. The task undertaken by the Executive of the Union through the primary teachers' panel is indeed difficult. Although no account of the Executive's discussions can be published, those discussions have been many and protracted. Members of the Executive, and after them the representatives of the N.U.T. local associations assembled in conference, will have to decide what price they are prepared to pay for continuing the present practice of fixing salaries by national negotiation. That some price by way of reductions will have to be paid is certain, if the decision of the Bournemouth Conference of the Association of Education Committees is to be honoured by the Local Authorities' Panel. The adjournment of further negotiations till the autumn will afford time for reflection. It would not be surprising to find the teachers even less willing than now to agree to anything like the reductions which it is rumoured are in the minds of the local authorities' representatives.

Strength and Weakness.

In dealing with the very serious position now existing the strength of the teachers has been increased by the full understanding arrived at by the primary, secondary, and technical panels with regard to procedure and policy. Intercommunication is frequent and hearty co-operation for the common interest is assured. In other words the large representative associations are recognising the strength of *unity of purpose*. Unfortunately there has developed at the same time a deplorable source of weakness—primary school teachers are showing a tendency to divide. The two secessionist associations are encouraging the "enemy" and pointing the way to defeat! The National Association of Schoolmasters is even rejoicing in the prospect of a big reduction in the salaries of women teachers! Also, each of these organisations is engaged in open and unabashed vilification of the National Union because of its efforts to safeguard the existing salaries of *all* teachers. It is an exhibition of deplorable weakness of which the authorities' panel are taking every possible advantage.

As a result of the appointment of Mr. J. H. Lumby to assist Major Gray as secretary of the Union's Education Committee, Mr. T. Sherrington has been re-elected a member of the Executive for Lancashire. Also Mrs. Manning, J.P., has been elected for East Anglia to fill the vacancy caused by the retirement of Mr. G. Powell. Her election has given great satisfaction.

The Union's official staff has undergone several changes lately. The latest include the retirement of Mr. F. C. Blackburn, who occupied a position of great responsibility in the tenure department and the appointment of Miss S. A. Griffiths to the newly created post of "Woman Organiser." Mr. Blackburn's connection with the Union has been almost lifelong. He was a member of the Executive for many years and for a time occupied the position of Treasurer of the Union.

Many young teachers are still unemployed and in not a few cases are being kept from actual want by grants from the Union's sustentation fund. It is gratifying, however, to note that the number is not nearly as large as it was a few months back.

The Union is co-operating with the Scottish National Committee in its preparation for receiving "The Federation of the World Conference of Education Associations" in Edinburgh next year. The President of the Union, Alderman Conway, attended the first meeting of the National Committee on 20th June.

The special committee appointed to consider the possibility of federating existing secondary teachers' organisations with the N.U.T. is now engaged on its difficult work.

PERSONAL NOTES.

Sir George Lunn, D.C.L.

The Hon. D.C.L. of Durham University has been conferred on Sir George Lunn, Chairman of the Newcastle Education Committee. At the Convocation, held at Armstrong College on June 25th, he was presented by Emeritus Professor Mark R. Wright, who said Sir George had given ungrudging service to the administration of his native city for a quarter of a century.

Dr. Cyril Burt.

Dr. Cyril Burt, M.A., has been appointed by the Senate to be Professor of Education in the University of London. The appointment is attached to the London Day Training College and will be held concurrently with his post as psychologist to the London County Council, whose service he entered in 1913.

Miss Elsie Collier.

Miss Elsie Collier, Headmistress of the Windsor County School, succeeds Miss Tarleton Young as Headmistress of Edgbaston High School for Girls. Miss Young is retiring after 25 years service. Miss Collier, who is a B.A. of Trinity College, Dublin, was at Manchester High School and Newnham College, Cambridge.

The New Head Master of Wantage School.

The Rev. F. C. Stocks, of Llandoverly College, has been appointed Head Master of Wantage School. Mr. Stocks was educated at Winchester College and at Worcester College, Oxford, where he was an Open Classical Scholar. He is a well-known hockey and football player and captained England in the former game in 1911.

Mr. E. R. D. Maclagan.

The President of the Board of Education has appointed Mr. Eric Robert Dalrymple Maclagan, C.B.E., to succeed Sir Cecil Harcourt Smith, C.V.O., as Director and Secretary of the Victoria and Albert Museum.

Sir Sydney Russell-Wells, M.P.

The death of Sir Sydney Russell-Wells, M.P. since 1922, has removed from the university a Vice-Chancellor whose wide sympathy and breadth of vision made him an able administrator and model officer of London University.

Miss Katharine Stephen.

We regret to record the death of Miss Katharine Stephen, Principal of Newnham College, Cambridge, from 1911 to 1920.

Mr. J. Arnold Ashton.

The new Principal of the Paddington Commercial Institute (L.C.C.) is Mr. J. Arnold Ashton, A.C.I.S., L.C.P.

Sir Robert Blair and Convocation of London University.

Sir Robert Blair, who recently retired from the post of Education Officer to the London County Council, has accepted the invitation of the Twentieth Century Society of London Graduates to stand as a candidate for the Chairmanship of Convocation rendered vacant by the death of Dr. Robert Mullineux Walmsley.

The Society is most fortunate in their choice of a candidate, for it will be generally recognised that the election of Sir Robert Blair would do much to promote and co-ordinate the interests of Higher Education in London.

EXAMPLES IN CHEMISTRY: by W. M. Myddleton, D.Sc. (London: Methuen and Co., Ltd., 1924. pp. viii + 134. Price 3s.)

A collection of examples so chosen that the fundamental principles of the subject are covered. They are intended for the use of students following the usual school course in chemistry. Answers to the examples are given. T.S.P.

THOUGHTS ON MIXED CLASSES.

BY LEONARD HAYES, L.C.P.

A business man told me recently that he was surprised to hear that mixed classes are still a common feature of the modern elementary school. He was under the impression that they were confined to rural schools, where it was impossible to make a reform.

The teaching of boys and girls together has been in vogue since the days of the dame school. Has the time arrived when it should be swept away?

I cannot see that the case against the mixed class is proved. If the system is a failure, then our entire educational fabric, of which the mixed class has been a regular working factor for over fifty years, must also be considered a failure.

All evolution, from old to new method, has been based broadly speaking on a recognition of the need for a more scientific teaching through the child's practical interests. The mixed class has been present throughout all our changes, and has not defeated the efforts of the modern teacher.

It is not clear why boys and girls should not continue to learn together in one classroom, when they so readily intermingle in other walks of life. They enjoy school dances, plays and games in one another's company.

The mixed class does necessitate special organisation and arrangement of the curriculum. Woodwork, cookery, needlework, drawing and physical exercises demand a separation of the sexes, but these subjects can usually be paired without great difficulty.

Choice in English literature may be narrowed. No one would expect vigorous boyhood to appreciate "Little Women."

English composition lessons, on the other hand, gain in a mixed class, inasmuch that more points appear from a well-selected subject. A richer stock of ideas must spell success for all written work.

Class management has its difficulties too, but with adequate compensations. The necessary rigour of discipline falls usually upon the boys, as indeed it would in a separate class. In a mixed class there may arise a danger of bias of leniency towards the girl.

In Standard V and upwards, where the children have developed a certain critical faculty, it is often a good plan to call for chivalrous conduct from the boys, to which the girls usually respond readily.

Although a fault may be identical the class can be trained to see that the same punishment to boy and girl may frequently be unequal in degree.

A teacher can have many happy hours with his mixed class. It is a pleasant memory to recall the dozens of little courtesies extended by the rough boy tumblers of the playground to the girls of the classroom. It is refreshing to teacher and children to foster healthy rivalry and a general happy relationship.

The schoolroom of boys and girls is the training ground for the lives of men and women. Is it not a great thing to open the gates for your children and so usher them into adult life with a feeling of confidence that their early training has been a sure preparation for riper years?

As long as Jack and Jill learn the lesson of mutual respect under the tutorship of men and women who teach virtue as well as scholarship, there will be a place for the mixed class.

NEWS ITEMS.

Schools and Income Tax.

The judgment of Mr. Justice Rowlatt in the case of *Brighton College v. Marriott* (H.M. Inspector of Taxes) is one which everybody outside the Income Tax Commissioners will agree with. The 1921 Finance Act, Sect. 3 (1) (c) seems so plainly to cover the point at issue that it is difficult to understand how any other result could follow. The Commissioners held that the income from fees in excess of working expenses was evidence that a "trade, profession or vocation" was being carried on which yielded taxable profits within the meaning of Schedule D of the Income Tax Act, 1918. Mr. Justice Rowlatt held that there were no such profits, the excess of the fees being used to meet a charge of a capital nature—mortgage payments.

The sixteenth annual general meeting of Public Teachers of Law was held at Oxford on July 12th. The President, Professor Holdsworth, K.C., D.C.L., delivered an address on "The Vocation of a Public Teacher of Law."

The J. L. Paton Fund.

A fund is being raised to commemorate the work of Mr. J. L. Paton, for 21 years High Master of Manchester Grammar School. Contributions should be sent to Mr. R. T. Hindley, c/o Williams, Deacon's Bank, Ltd., 38, Mosley Street, Manchester.

English in Iceland.

The Althing of Iceland has added English to the statutory curriculum of the National Training College for Teachers. This will ultimately have a marked effect on the development of English studies in Iceland.

Ladder—not Escalator.

Mr. W. Buchanan-Riddell, Principal of Hertford College, Oxford, distributed the prizes at Speech Day at St. Peter's, York, and said it was just as well to remember that the educational ladder was a ladder and not a mechanical escalator that carried persons from the bottom to the top without any exertion on their part.

Russell School.

King Edward, when Prince of Wales, opened in 1866 the Warehousemen's, Clerks' and Drapers' School at Russell Hill, Purley, Surrey. An extension, the Russell School, at Ballards, Addington, was opened on the 23rd July by the present Prince of Wales.

A School Play.

The boys of Westerham C.E. School recently presented "Romeo and Juliet" with elaborate lighting and scenic effects. It was repeated at Toys Hill without scenery and the intervals between the scenes were abolished. It was also performed at Sevenoaks by request. Except for four rehearsals the preparation was done in school. The printing was done by the boys themselves on a hand press; they pulled off about 1,000 tickets and bills and some 300 programmes.

A Bequest to Girton.

Miss Juliet Minet, of Sussex Square, Hyde Park, W., who died on April 30th, has left £2,000 to Girton College, Cambridge, expressing the wish (without declaring a trust) that the money should be used as far as possible or desirable for increasing the stipends of the staff.

At the recent examination for the Teaching Certificate in Eurhythmics held on July 14th and 15th, 1924, at the London School of Dalcroze Eurhythmics, the following were successful: Doreen Nancy Batson, Brita Hedwig Gemmel, Joyce Evelyn Good, Barbara Heather Hogg, Nora Knaggs, Rachel Kentish Lee-Horwood, Eileen Frances Russell.

The Workers' Educational Association celebrated the 21st anniversary of its birth on July 18th.

The Legislative Council of Jamaica has passed a Pensions Bill for secondary school teachers on the island.

NEWS FROM THE PUBLISHERS.

An important work entitled "Athens: Its History and Coinage before the Persian Invasion," by C. T. Seltman, has just been published by the **Cambridge University Press**. This volume contains twenty-four colotype plates; demonstrates the supreme value which ancient coins have as a commentary upon the life, history, politics, and religion of Athens; and attempts to clear up some of the uncertainties which still surround the early history of the Attic coinage. Those interested in Anglo-Saxon customs and institutions will be glad to know that the same press will shortly publish a reprint of Prof. H. M. Chadwick's "The Origin of the English Nation," which has recently been out of print.

"The Kinetic Theory of Gases," by Eugene Bloch, Professor at the Lycée, St. Louis, is the title of an important volume which **Messrs. Methuen and Co.** have just published. This work, which has been translated from the French by P. A. Smith, M.A., should fulfil exactly the needs of students approaching the subject from the physical and physico-chemical points of view. The most recent developments of the subject in its relation to Thermodynamics, the Quantum Theory and the Brownian motion are very clearly expounded.

Messrs. Putnam's Sons, Ltd., announce that they will shortly publish a volume entitled "School for John and Mary," by Elizabeth Banks. This is a book which is certain to arouse discussion. A strong plea for a more democratic system of education in this country, the author attempts to solve in a thoroughly practical yet daring way the problem of education for those people who cannot afford to send their children to preparatory or public schools.

Messrs. Sidgwick and Jackson kindly point out that in a recent review of their series of "French Texts for To-day" we omitted to note that these volumes contain rather more than 88 pages of text and 30 pages of French notes on the average, and that the text is copyright and not a mere reprint but a fresh issue. The volumes are bound in cloth and at the price of 2s. are certainly not dear, although the habit of many schools is to expect that language text-books can be obtained for a few pence.

The Associated Board of the Royal Academy of Music and the Royal College of Music.

The thirty-fifth annual meeting of the Associated Board of the R.A.M. and the R.C.M. was held at the Royal Academy of Music, N.W.1, on the 15th July. Mr. Ernest Mathews took the chair.

The minutes of the previous meeting having been read and confirmed, the Secretary read the report for the year. The number of candidates in the United Kingdom was 8,268 in the Local Centre Examinations and 49,402 in the "School" Examinations. The Exhibitions offered by the Board in the United Kingdom during the year were gained by: Doris E. Vevers, Weston-super-Mare Centre (violoncello); Grace Milner, London Centre (pianoforte); Nora K. Samways, Bournemouth Centre (violin); Freda V. Setter, Cardiff Centre (violoncello); Reginald G. Oakley, Colchester Centre (pianoforte), and Helen G. Stewart, Leeds Centre (violin). Exhibitions were also awarded in the Dominions and Colonies, as follows: In Australia, Violet Marie Kenyon, Melbourne Centre (pianoforte); Phyllis Turner, Perth Centre (singing), and Gwéndo Paul, Sydney Centre (pianoforte); in Canada, Jean Cotton, Calgary Centre (pianoforte); in Ceylon, Ithali Emelia Mack (pianoforte), and in Malta, Antonietta Melignani (pianoforte). Sixteen exhibitions previously gained have been renewed, fifteen for a further period of one year and one for a further period of two terms.

The exhibitions offered annually by the Associated Board, entitling the holders to free tuition at the R.A.M. or the R.C.M. for two or three years, have been awarded to the following candidates: Valetta C. Jacopi, Darlington (singing), Dora E. Allen, York (pianoforte), Sydney Williams, Cardiff (violin), at the R.A.M., and Olive C. Richards, Croydon (violoncello), Doris I. Mitchell, Middlesbrough (pianoforte), and Dora Hyde, Wakefield (violin), at the R.C.M.

LITERARY SECTION.

BOOKS AND THE MAN.

"Intelligence."

On the 19th July there was published by H.M. Stationery Office the latest report of the Consultative Committee of the Board of Education. It bears the somewhat repellent title of "Psychological Tests of Educable Capacity," but this lack of attraction is offset by excellent form and content and by modesty of price, for the cost is only 2s. It is impossible to bring within the compass of a short article any adequate survey of this comprehensive report. Especially noteworthy are the Introductory Chapter by Dr. Cyril Burt, giving the story of the origin and development of tests, and Appendix III, wherein the Secretary, Mr. R. F. Young, supplies an invaluable account of the use of the tests in other countries.

The report proper is distinguished chiefly by a wise caution, and it is to be hoped that it will be read and taken to heart by those who have been affirming that the use of tests will enable us to diagnose with complete accuracy the mental ability of every child and to prognosticate with complete certainty the degree of success or failure of individuals in their further education and in the stress of life. Such expectations are shown to be extravagant and unjustified by present knowledge and experience. It is noteworthy that the more valuable tests are found to approximate in character to a sensible form of written or practical examination, and it may be that the greatest and most far-reaching result of the work which has hitherto been done in the pursuit of intelligence tests will be the development of a new technique in examinations.

This development may bring about changes which will lead to a shifting of emphasis, so that the candidate's knowledge or skill may be assessed apart from his power of expression, the latter being separately measured by means of an essay or other device. Many of the existing tests serve to illustrate the method and its possibilities, and Dr. Ballard has expanded the theme in his admirable book "The New Examiner." It is, perhaps, not without significance that the committee has found itself unable to define the term "intelligence" with any degree of certainty. We are even told that the existence of intelligence, apart from attainment or knowledge, is not admitted by all psychologists, and certainly the tests which are given in the report by way of illustration seem to demand, in every case, something beyond absolute mother wit. It is difficult to think of intelligence apart from the material on which it is working and the problem of the "mute inglorious Milton" will not be solved by any scheme which leaves out extended opportunity of education.

The report lays great emphasis upon the need for expert conduct of the tests. In view of all the circumstances, this note of caution seems to be unduly stressed. No harm will result if they are applied by a teacher who claims no great knowledge of psychology, provided always that neither the teacher nor anybody else treats the results as a complete and final evidence of a pupil's mental power.

SELIM MILES.

REVIEWS.

The Cinematograph and the Teacher.

MOTION PICTURES IN EDUCATION: A Practical Handbook for Users of Visual Aids: by Don Carlos Ellis and Laura Thornborough. (George Harrap and Co., London. pp. 284. 8s. 6d. net.) Reviewed by George H. Green.

We are told often enough that the coming of wireless and the cinematograph and the gramophone will "revolutionise" education. "Revolutionise" is a good and a popular word, and "education" quite a good subject for writing about; and in consequence enthusiastic and perhaps not altogether disinterested writers, whose notion of the process of education is limited to one of children sitting still and listening at one time and sitting still and looking at another, tell us how the child of the future will be educated by a kind of variety entertainment, and how the school curriculum of the future will be exactly like the picture newspaper come to life.

However, the serious teacher, though he may feel irritated by nonsense of this sort, realises that certain mechanical inventions really offer definite possibilities, if not in education itself, at least in those aspects of education which may come under the term instruction. Of these, the gramophone has already taken a definite place in the school, mainly because a great gramophone company separated its policy in respect of schools from its policy in respect of the general public. It secured the assistance of a man of standing in the worlds of music and of education, whose first-hand knowledge of school conditions and of the requirements of teachers was such that he really knew what was wanted in the way of instrument, of teaching, and of general records. The gramophone has taken its present place in the schools, and is steadily taking a greater one, because an intelligent policy of production and of selling has made the acquisition and use of the gramophone possible.

There are in Great Britain a number of teachers who deplore the cinematograph, who blame the instrument for juvenile crime and for the degeneration in manners which every generation discovers in youth. These are a minority. The greater number believe that the cinematograph offers wonderful possibilities, which they would like to realise in their own classrooms. Any of them, however, who have taken the trouble to go into the matter at all, discover that before this can occur some kind of policy will have to be developed by those who are responsible for production and for selling.

The instrument itself presents the first difficulty. Accumulators, capable of supplying current sufficient for twenty-four hours' use, are on the market at a reasonable price, for use where current is not available; and these may be recharged at a cheap rate in the nearest town. For use with the local current variable resistances are supplied. Lamps of the "half-watt" type may be used, and these have a long life. The cheapest projector for home or school use is a British instrument, and is priced at just under £10. The films are not covered in, so that the machine is only "safe" (in the sense of complying fully with some of the regulations in force in certain localities) when slow-burning films are used. The Pathé company makes an instrument for about £25 in which the current is generated by the same hand mechanism which unwinds the film, but this instrument takes a film smaller in size than the standard film, and the purchaser is therefore limited in his purchases to films specially prepared for the instrument. Other instruments on the market are priced at £40 to £60.

The initial outlay would, in many instances, prove prohibitive. Really it is only the beginning of trouble. The cost of film is about 4d. per foot, and 5,000 feet is the average amount required for half-an-hour's showing. Sometimes second-hand stock can be purchased for 1d. per foot, but this is unusually cheap; and the teacher who has to choose from cheap stock is narrowly restricted in his choice.

Certainly there are a few facilities for loaning films. Some days' notice has to be given, and the film may be retained for a short time only. When we remember that the demonstration serves its full purpose in the case of a single class of pupils only, and this in an hour or so, we find that the use of the cinematograph has cost us, roughly, more than a shilling per head for the particular demonstration and begin to realise that we have to

make out a very strong case indeed for the use of the cinematograph before we can reasonably expect that the authorities will sanction such expenditure.

It is not at all easy at present to make out such a case. I find that a very considerable section of the hire catalogues of films is devoted to "Literature." Contrary to expectation, it does appear, on the evidence of booksellers, that the showing of a dramatised version of a book in a town creates for the time being a fairly considerable demand for the book itself. The "literary" film may encourage reading. But we may at the same time encourage the entirely false belief that the sole end of the study of literature is the gaining of a knowledge of a story: as if men read Shakespeare a hundred times in order to see more clearly just what the play would look like! Some belief of this kind is very popular with those who make and advertise films, to such an extent that we might almost be led to believe that Dickens wrote mainly in order to boost an American child actor.

History is perhaps worse treated. Architectural and costume adjuncts are well done, particularly by some of the Italian producers. But the film is necessarily limited to the pageant of history—which is not history itself. Quite recently very much was made of a dramatisation of a novel, in charming picture postcard colourings. It was twice removed from history. I cannot venture to criticise it, since I fell asleep ten minutes after the performance began, and did not wake till the end. My companion, a lecturer in history, told me that it was all very bad, and that he envied me strongly the possession of a knack which has been acquired through compulsory attendance at hundreds of lectures. At all events, I have not met many teachers who believe that films of this kind can be either substituted for history teaching, or usefully employed to supplement it.

On the other hand, nobody who has seen such pictures as those of Cherry Kearton can have failed to realise that in such we have a means of teaching that we cannot hope to equal by oral lessons or by the use of still pictures. The work of Cecil Hepworth showed us that in the use of the motion picture camera the British can hold their own against any other nation.

But a series of visits to the picture theatres will show that only a tiny portion of the output of the commercial producers can be of any use in the school. There is a type of film that is prominently labelled "educational," which is a tiresome "chase" comedy in which trained monkeys and dogs and other animals figure, and in which highly trained and precocious children make love to each other. The word "educational" is probably merely used as an excuse for the rubbish, since surely no one—not even the producer—can seriously believe that anybody is "educated" by it.

An important point in connection with the proposed use of films in schools is the language in which the titles is written. In the bulk of Transatlantic films the language is American, not English; and is intentionally distorted. It is American as the English of the comic papers is English. But it seems to me, though I have not collected statistics on the point, that I have rarely seen English films without errors of spelling or grammar in the titles. The commonest is the use of "it's" for "its." I do not suggest that American films are free of similar defects. But it is clear that films will not be what we need in the schools until they are produced by men who take pains to eliminate such defects. As I have already suggested, the best of the British firms has nothing to learn so far as photography is concerned; but I believe that, for educational purposes, they have everything else to learn. I think that any teacher who seriously proposes at the present moment to equip his school with a projector will change his mind when he discovers what poor and scanty material is available for other purposes than that of merely second-rate entertainment.

The book under review is written by two people who believe strongly in the cinematograph, but they have nevertheless fairly stated the case as it exists on the other side of the Atlantic. They have given a whole chapter to the statement of the case against the cinematograph, and another to appreciations of its use as a teaching aid. They have described the forms of apparatus which are available, and the kinds of films which can be obtained—in America. Several pages are devoted to a list of institutions which are apparently willing to lend films to schools free of charge.

Perhaps something of the same kind will be done on an adequate scale in this country. At present there are few British producers, and these are being squeezed out of the market by the American competition. But one cannot help believing that a

good and cheap apparatus, costing no more than a portable typewriter, could be devised and produced in this country. If films can become available, and teachers can discover how to use them in their work, there is little doubt that ways and means will be found to bring the apparatus into the schools. But before this can happen there will have to be developed a policy on the part of the commercial firms, a policy of producing, of advertising, and of selling: as in the case of the gramophone. And these cannot be developed without the assistance of someone who knows in detail the schools, and the particular problems which have to be solved before the educational use of the cinematograph in primary and secondary schools is at all possible.

Citizenship.

THE BIOLOGICAL FOUNDATIONS OF SOCIETY: by Arthur Dendy, D.Sc., F.R.S. (Constable. 7s. 6d.)

Ardent Haeckelites will complain of this synthesis that it contains enough biology for its size, but not enough sociology for their desires. This border-land between biology and sociology has a natural fascination for the students of both sciences. The mild Darwin was driven into it, but found the air of it vibrating with the voices of the outraged orthodox too electric for his tastes. Huxley settled there, a pugnacious squatter. Time has stilled the more violent waves; and Professor Dendy now can end his book with a calm "the law of evolutionary progress is not revolutionary." They found it far too revolutionary for their peace of mind in the nineteenth century.

One quite ignorant of biology could read this book; yet there is no writing down, no kindly patting of us on the head—infuriating gesture! The sociological connections might be fuller and more detailed; but this smacks somewhat of ingratitude. Professor Dendy does not ask our gratitude, but he has earned it.

The score of excellent diagrams, very clearly reproduced, are interesting, even apart from the text. R.J.

NOTES FOR LESSONS, OR ADDRESSES TO YOUNG PEOPLE (i.e., on The League of Nations): by F. J. Gould. (The League of Nations Union, 15, Grosvenor Crescent, S.W.1. 2d.)

We trust that this little pamphlet will have the sale it deserves. It is full of stories, as those who know Mr. Gould's work would of course expect. His store of anecdotes seems to be inexhaustible. He sees the world in vivid vignettes. "A hall in Paris, April 28, 1919. . . . Splendid clock. . . . Sleet beats on windows." Then "A camel driver in Arabia —." "On the Alban Mount, sixteen miles from Rome —." "Geneva. . . . The Rhone runs yellow and muddy into the Lake. . . ." "A Redskin chief, Pontiac. . . ." "Take this child, and nurse it for me, said King Pharaoh's daughter." A wonderfully suggestive little pamphlet. R.J.

Psychology.

LOVE IN CHILDREN AND ITS ABERRATIONS: A Book for Parents and Teachers: by Oskar Pfister. (London: George Allen and Unwin, Ltd. 24s. net.)

Dr. Oskar Pfister is well known in this country as the author of a number of books on psycho-analysis, in which he deals with the subject from the standpoint, not of a physician, but of a parent, a pastor, and a teacher. Unfortunately he tends to repeat himself a great deal in all his later works, so that the great bulk of his writing would gain both in interest and value by judiciously extensive pruning. Particularly is this the case with the volume under review.

Pfister realises, in common with every teacher who is not obsessed by the mere subject matter of instruction, that the success of every educative process must depend largely upon the emotional relation between educator and educand. This relation is, in the broad sense of the word, "love." Pfister believes that we have failed in the past to realise its importance, or to enquire into its nature and the means through which we may utilise and develop it. This he regards as a failure to understand and to apply the teachings of Christ, the prophets, and the great philosophers. Like many others he finds in the attitude of victors and vanquished towards each other to-day, not a proof of his statement, since proofs abound in many directions, but merely a more than usually striking demonstration.

Pfister's outlook on the world and on the life of the child determine his approach to the problem. He sets out, in the first instance, to present in the form of summaries the teachings of the principal thinkers and writers on the subject of love. The thirty-five sections of the first chapter deal then with accounts

of love given by Akhenaton, Aristotle, Paul, Bacon, Locke, Herbart, Nietzsche, and Michelet, amongst others. From a discussion of these varied views he arrives at a standpoint and a definition.

In the fifth chapter Pfister comes to the discussion of the outlook of educationists on love. Of Pestalozzi he says: "We come now to the thinker who must be regarded as the Copernicus of love in children. Heinrich Pestalozzi was the first to recognise clearly how the highest moral and religious forces develop out of this sentiment. With an admirable talent for observation he applied the idea of an evolution of filial affection."

The remainder of the book is taken up with accounts of the author's own experiences and his observations of children. Cases are quoted at great length and in detail. This method of presentation has the disadvantage that it leads to a discursiveness that is at times confusing; but it gives at the same time a convincing quality to the whole, and its concreteness makes it of value to those who are not able to discover for themselves ways of applying abstract theories.

The publishers claim that the book is one "which no intelligent parent and no school library can afford to be without." It is quite obvious that a book of nearly 600 pages, priced at 24s. net, is one which will be read by a minority of parents only, and will find its way into few libraries. This is unfortunate, for there can be no doubt that the book repays reading. Modern psychology has enabled us to know in reasonably full detail the story of the intellectual growth of the child; whilst of his equally important emotional development we know next to nothing.

G.H.G.

PSYCHO-ANALYSIS AND EVERYMAN: by D. N. Barbour. (London: George Allen and Unwin. 6s. net.)

Everyman has been well catered for in recent years in respect of accounts of psycho-analysis. The greater number of these have been ill-informed and inaccurate, and their compilation and publication can be attributed only to the wide public interest excited by the discoveries of Freud and the "boom" in psycho-analytic literature which resulted.

The book under notice is an unusually good presentation of the subject. It is accurate, clear, and readable. At the same time it is frank. The writer does not hesitate, where he considers himself justified in so doing, to introduce his own speculations; but in such a way that the reader is not in doubt as to exactly which parts of the work are expository and which speculative.

The book has not been written from the standpoint of an educator, but since it is impossible to write any comprehensive account of psycho-analysis without referring to education, schools and schoolmasters receive notice from time to time. The writer speaks of teachers as "for the most part utterly untrained in either hygiene or psychology": a statement which surely applies less generally to the trained teachers of the present generation. He forgets, too, when he speaks of the duty of schoolmasters, that these are not yet free agents, but that their actions and speech are in some measure restrained by parents, government departments and the general public. Perhaps, in the future, when registration and better training have given the teacher fuller professional status, he will be able to do his duty as freely as he now sees it clearly. The blame for some of the results of "fifty years of compulsory education" (which are as a matter of fact not "results" at all) cannot with justice entirely, or even in great part, be laid upon the shoulders of the schoolmaster.

G.H.G.

History.

A HISTORY OF POLITICAL IDEAS: by C. R. Morris, M.A., and Mary Morris. (Christophers. 4s. 6d.)

This handy little volume might be called "From Plato to Austin," for although there is a final chapter called "Modern Theories of State," it is about Hegel and Austin and Thomas Hill Green. Laski is mentioned in the Bibliography, and Sorel (but not Sorel's "Sur La Violence"). Mr. Delile Burns got closer to our own times in his "Political Ideals."

Yet this volume has its own charm: that of calm presentation. The ground is familiar by this time: Greece, Rome, Middle Ages, Renaissance, Rousseau, Austin; ground well-trodden. The writers, however, have doubtless those in mind who have not wearied much along this path; and to such the volume should be welcome. More practised travellers, too, will wander along it once more with some profit. But one wonders, sometimes: did political thinking in truth begin with Plato and end with the English Hegelians? Are some shattering developments awaiting us?

R.J.

MODERN EUROPEAN HISTORY: A Sketch. 1492-1924: W. F. Reddaway. (Arnold. 6s.)

A text book of 300 pages, which attempts to sketch European history from 1492-1924, falls almost necessarily between two stools. There is insufficient detail to make it useful as a work of reference, too much to leave room for any literary value. At least it may be said, however, that it is probably less dull for the student to read than it was for the author to write.

It would be unfair to Mr. Reddaway, however, to leave this condemnation unqualified. In bringing his text book up to the present year, he has broken new ground, and he has done it well. The immediate causes leading up to the last war are clearly sketched and with scrupulous fairness. Indeed I have never met a volume so free from all national prejudice. The Great War itself takes on its proper proportions in the general scheme of history, a comparatively short struggle, a stage in the European Question, that is of four hundred and not of forty years, occasioned by the collapse of the mediæval conception of Pope and Emperor. For this readjustment of values, if for nothing else, the volume is welcome.

H.G.G.

THE DIPLOMACY OF NAPOLEON: R. B. Mowat. (Arnold. 16s. net.)

Mr. Mowat's book will not appeal to a large class of readers. It is primarily for students, and as such is an excellent text book, well documented. At times even the author seems to realise the greater possibilities of his subject and his style moves. The very bareness of the narration enhances the dramatic value of the Treaty at Tilsit and Canning's stroke against the Danish fleet, which is increased by Mr. Mowat's dismissal of the legend of the concealed spy. The author rightly emphasizes the fact that all Napoleon's wars were defensive, in quest of the perfect frontier. It was the tragedy of Napoleon that that frontier was not to be found in Europe, and that he could not be content in 1814 with the meagre salvation which was offered him. Mr. Mowat also cleverly traces the growth of fatalism in the policy of Napoleon, beginning with his negative acceptance of Bernadotte as Crown Prince of Sweden, and ending with his surrender to Captain Maitland. The Hundred Days was but a feverish effort to prevent the conquest of his mind.

H.G.G.

MAN BEFORE HISTORY: A Short Account of Prehistoric Times: by Mary E. Boyle; with an Introduction by l'Abbe Henri Breuil. (Harrap. 2s.)

One is struck—and attracted—in turning the pages of this little volume by the beautiful reproductions of cave-paintings. The attraction continues, as one reads the charming little introductory story of Professor Breuil. This story of early man has become the chief fairy tale of our age. It is Robinson Crusoe and Jack the Giant-killer in one—with a touch of Buffalo Bill. There seems to be room for many retellings for school and home. Perhaps the youngsters of another generation will chatter of Solutreans and Cro-Magnons, as their grandsires did of Iroquois and Sioux.

Children, of course, cannot grasp a spread of tens of thousands of years dealt with in a little book. Here the difficulty seems to be a little greater than usual. Some form of spaced time-chart seems needed. The statement on page 17 is hardly significant enough for the young.

R. J.

GREEK CIVILIZATION AND CHARACTER: The Self-Revelation of Ancient Greek Society: Introduction and Translation by Arnold J. Toynbee. (J. M. Dent. 5s. net.)

"The present volume," says the Introduction, "is complementary to the volume in the same series which deals with Ancient Greek, or Hellenic, *Historical Thought*." The series referred to is "The Library of Greek Thought."

A book of this kind is not exactly an anthology. It is an attempt to give a view of a civilization, not by describing it or commenting upon it, but by a method of selected "self-revelations." The revelations, of course, have to be rather dangerously like scraps; but that is inherent in the method, unless a shelf of books is to take the place of such a single volume as this. It is useless to complain of what is not here, useless and unfair. We should rather consider what is here.

There are two parts: I, Civilization; II, Character; this being sub-divided into Social Psychology and Conflicts of Will. In the first we get quotations running from Herodotus to Priscus of Panium, which covers, roughly, the century that lies half in and half out of the Christian era. Thucydides, Xenophon, Plutarch, Polybius, Diodorus, and Josephus nearly fill this section, and, in fact, the book. It appears, then, that what we

have is a collection of extracts from these well-known writers, with two or three others, the extracts being arranged chronologically in three divisions.

Now for two groups of readers this in itself is inadequate—those with a reading knowledge of the classics, and those with a row of "Bohn" or Loeb on their shelves. The real beneficiary of this book is the reader with rather less acquaintance than either of these. But this reader, we fancy, will need more explanation of the place and significance of the writers and extracts than the volume offers him; and this, we think, is a weakness of the book, that is, for the kind of reader here referred to.

But the classification of readers is a speculative business. There will no doubt be a considerable number who will have good cause to be very grateful to Mr. Toynbee. R. J.

Science.

SCIENCE PROGRESS: A QUARTERLY REVIEW OF SCIENTIFIC THOUGHT, WORK, AND AFFAIRS. No. 73. July, 1924. (London: John Murray. pp. 1-172. 6s. net).

The high standard attained by this quarterly review is so well known that it is almost sufficient merely to note its appearance. Attention may, however, be called to the articles, which are of especial interest at the present time. They are "Ancient Egyptian Mathematics," by W. R. Dawson; "Problems of Saturn's Rings," by J. A. Lloyd; "The Chemistry of Embryonic Development," by J. Needham; and "Some Causes of a C3 Population," by E. W. MacBride. T.S.P.

Chemistry.

A SCHOOL CHEMISTRY: by O. J. Flecker, B.Sc. (Oxford at the Clarendon Press, 1924. pp. viii+238. Price 3s. 6d. net.)

At the Board of Education Vacation Course in Chemistry, held at Oxford in 1921, certain aspects of teaching chemistry were explained, and this book is the outcome of a desire to put these aspects into practice. Details are given for carrying out 112 different experiments, which are well chosen, and which apparently cover the matriculation syllabus. Interspersed in the text are explanations of various theoretical and practical points, and at the end of each chapter a few experiments are given. T.S.P.

THE MOON-ELEMENT: An Introduction to the Wonders of Selenium: by E. E. Fournier d'Albe. (London: T. Fisher Unwin, Ltd., 1924. pp. 166. 10s. 6d. net.)

The name of Fournier d'Albe comes immediately to mind when selenium and its properties are mentioned, and it is therefore fitting that he should be responsible for writing a book which gives an account of the "moon-element." The author is well known for his powers of lucid exposition, and these are used so admirably in describing in popular language the wonders of selenium that once the book is started it is very tempting to finish it at one sitting.

The *raison d'être* of the book, and it is a very reasonable one, seems to be the presentation of the author's case for the "optophone," and the preliminary difficulties and hardships which were finally crowned with complete success are described. The scientific reader will wish that other of the many uses of selenium were described more in detail, and he may also ask whether the author's method of making a selenium cell is the only really satisfactory one. The chemist may ask what is a "molecule of air" (p. 18), and perhaps a few other questions, but the attention thereby called to very minor blemishes would not detract in any way from the value of the book. T.S.P.

A THIRD YEAR EXPERIMENTAL CHEMISTRY: by W. H. Crabb, B.A., B.Sc. (London: Mills and Boon, Ltd. pp. viii+247. 3s. 6d. net.)

This book is evidently a sequel to the author's first and second year courses of experimental chemistry, and carries the subject to a slightly higher standard than that necessary for matriculation. Experiments are described in amplification of those given in the previous volumes, but one is very surprised to notice that the author in the preface recommends that much of the "test-tubing" especially may be performed by the instructor in the presence of the class. In each chapter attention is called to the various theoretical points involved.

With the exception of a few minor errors the author has accomplished his task satisfactorily. Silver ammonia chloride is spoken of as silver ammonium chloride. In making hydrogen peroxide the sulphuric acid is added to the barium peroxide, instead of *vice versa*, and a "10 volume" solution of this substance is wrongly defined. Ammonium amalgam is stated to precipitate copper from copper sulphate, but if the student carried out the experiment at the ordinary temperature he would be disappointed with the result. After describing the action of water on several carbides the general statement is made that "other carbides give mixtures of various hydrocarbons"; carborundum is mentioned in a previous paragraph, but its indifference to water is not pointed out.

Throughout the book various topics for discussion are given. Some of these are excellent, but it is difficult to understand why others are given, since they will lead to too early specialisation by the scholar or student. The standard of education attained in cognate subjects, as, for example, physics, will not enable the scholar properly to understand Aston's work on isotopes or Moseley's work on atomic numbers. T.S.P.

Music.

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Cricket.

CRICKET: OLD AND NEW. A STRAIGHT TALK TO YOUNG PLAYERS: by A. C. Maclaren; with a preface by the Hon. S. F. Jackson. (Longmans. 6s. net.)

THE BOYS' BOOK OF CRICKET: by F. A. H. Henley; with a Foreword by P. F. Warner. (Bell. 5s. net.)

These two volumes, both written by men of authority on the game, and introduced by great captains, will be welcomed by lovers of cricket. Mr. Maclaren holds that there is something rotten in the state of English cricket and he lays about him lustily in discussing the tendency to depart from the orthodox methods in batting. He feels that "the time is specially ripe for an attempt, and I hope a vigorous one, to drive home to young players the importance of modelling their game on those sound principles which all the great cricketers of the past adhered to." For the batsman a straight bat, for the bowler a good length, and for everybody a determination to play with keenness and zest—these are Mr. Maclaren's demands. Such phrases as "in my time" recur frequently enough to suggest that the demands and their corollaries are things of the past; but this they can never be, unless implements and players change their shape. For some of us, at least, cricket implies all that Mr. Maclaren asks for in the way of orthodoxy. His chapters on the various departments of the game are excellent, and the good counsel is supplemented by some interesting photographs. Especially valuable is the chapter on coaching, which might be paraphrased to apply to every kind of teaching.

Mr. Henley has produced a book which ought to give immense comfort and satisfaction to Mr. Maclaren, for he presents orthodox instruction in a most attractive and convincing fashion, setting out his lessons simply and clearly with photographs of preparatory schoolboys to illustrate the precepts. It is perhaps a doubtful expedient to have photographs showing wrong methods, even if these are intended to heighten the effect of those which show the right ones. The young reader may gain visual impressions which will confuse his action in the field. Mr. Henley's book will be a most welcome gift to any boy.

J.

Holiday Reading.

DAVID OF KING'S: by E. F. Benson. (Hodder and Stoughton. 7s. 6d. net.)

A high-spirited tale of life at Cambridge as seen by one whose vision is coloured by reminiscences of undergraduate life many years ago. Mr. Benson gives us the familiar outlines of certain prominent figures of his own youth, and it is not difficult to identify the A.G. of this story with a character of real life. The hero of the book is a youth of impeccable quality, to whom nothing unclean will adhere, not even the mud of a football field. He is, in fact, too good to be true. He is also a trifle too sentimental to be wholly agreeable. Mr. Crowfoot, with his "ingenious dodges," including the spectacles with supplementary lenses hinged to the frame, is a complete figure of fun, relieving the somewhat enforced quality of the bulk of the humour. Cambridge men may be surprised to find life in their University described in a manner which confirms certain impressions conveyed by popular newspapers in their stories of undergraduate "rags." It is hardly fair to depict Cambridge as a kindergarten presided over by mental defectives.

R.

General.

ELEMENTARY CRYSTALLOGRAPHY: by J. W. Evans and G. M. Davies. (Thomas Murby and Co. 9s. 6d. net.)

This volume should receive a ready welcome from students. It deals exhaustively with the different classes of crystals, and their forms and combinations as usually met with. It must not be assumed, however, that the book is mathematical and abstruse, for the authors have everywhere subordinated the mathematical to the morphological side of the subject. The writers are known as successful lecturers to University students, and their sympathetic appreciation of the needs of the average student is apparent on every page. A pleasing feature of the book is the inclusion of suitable exercises at the end of each chapter, which render the book valuable alike for class-use and for home work. All students of the subject, whether geologists, chemists, or physicists, should add this book to their selected library.

F.F.P.

THE PLEASURES OF ARCHITECTURE: by C. and A. Williams Ellis. (Cape. 10s. 6d. net.)

This book comes in the pleasing guise which we are learning to associate with the publications of Mr. Jonathan Cape. The dust jacket is a thing of joy, with its charming eighteenth century gateway and figures, and the cover proper is bright and cheerful. The form aptly matches the contents, which give a complete and interesting guide to the enjoyment of architecture. In place of the usual dull discourses on the history of "styles" and attempts at minute classification and labelling we have a live treatment of the fundamental principles and an interesting attempt to examine the standards of appreciation. Nearly everybody finds the study of house plans attractive, and our authors give pleasant guidance in their interpretation, with some shrewd and humorous comment on the minor horrors which afflict our suburbs. The sketches of "Cedar Lawn," as it is and as it might be, are worth many pages of explanation and are more damaging to the Victorian style than columns of verbal denunciation. The growing interest in architecture should be greatly stimulated by this excellent book. Special mention should be made of the section on books on architecture with brief notes on the scope and quality of each.

R.

DESHUMBERT'S DICTIONARY OF DIFFICULTIES. (Ed. G. Bell and Sons. 2s. 6d.)

This book, unobtainable for a considerable time, is now republished by Bell. It deals with difficulties met with in learning French, such as words similar to English words, but with a different meaning, those that might be mistaken because of a similarity in spelling, etc. Such a book will encourage the intelligent use of a dictionary, and be a handy book of reference for the teacher.

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THE EDUCATION OUTLOOK

AND EDUCATIONAL TIMES

SEPTEMBER, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

Continuation Schools.

Mr. Fisher is naturally desirous that his Education Act shall be enforced as it stands. Mr. Trevelyan is showing signs of a desire to make his own mark by raising the age for compulsory school attendance to 15, while making provision for continuation schools beyond that stage. It will be deplorable if the difference of view as to the next step should result in nothing being accomplished. The omens seem to favour an attempt to raise the leaving age, and it may be that this is the best line to follow, since the compulsory continuation school project was never popular and the attempts to make it a reality in London and Birmingham, although brief in duration, served to disclose many practical difficulties, especially among small employers. A leaving age of 15, accompanied by the necessary reorganization of the schools to provide for a junior secondary education between eleven plus and 15 would almost certainly be followed by increased voluntary attendance at evening continuation schools. In these schools the work would assume a new character as soon as the pupils began to come with a better equipment of general education. Rightly used the junior secondary stage might be made preparatory to a continuation school course as well as being a foundation for the work of a senior secondary school.

A New Bill.

Meanwhile there has been issued the text of a bill to empower Local Authorities to make provision for continued school attendance up to 16. It is proposed to enable a local Authority to make by-laws, subject to the approval of the Board of Education, requiring parents of children between 14 and 16 years of age to cause them to attend school if the Authority is not satisfied that such children are employed, or likely to obtain employment, or that they are occupied at home. It is proposed, however, that the Authority must provide bursaries or scholarships, with allowances for maintenance, for those children over the age of 14 whose parents are, in the opinion of the Authority, not in a position to maintain them without help. These proposals are supported by members of Parliament representing all parties, and it will be noted that they are optional in character so far as the Local Authorities are concerned. This is a grave defect, and if the proposals become law we shall find that progressive Authorities will be held back from adopting the Act since their own ratepayers will find their children are being kept at school while those under a neighbouring Authority are under no such compulsion. A Bill so mild and tentative might well have been applied to the whole country.

Absorption or Co-operation.

The National Union of Teachers has by far the greatest membership of all the associations of teachers in the country. That is due to its having the widest field for recruiting and to the well-based confidence of elementary school teachers in its power to influence educational policy and to help individuals in times of difficulty. This power depends on unity, and it is to be regretted that certain groups of teachers in elementary schools have left the union and embarked upon a campaign to destroy its influence. The groups are bitterly opposed to each other but they appear to be agreed on one matter, namely that the National Union of Teachers is to be weakened if it cannot be destroyed. Such tactics are difficult to understand in view of the extended ground which all teachers have in common. It is worse than foolish to hold aloof from co-operation and to seek to strengthen one association at the expense of another. The great aim should be that of minimising causes of difference, while emphasizing points of agreement. Teachers ought to regard themselves as members of one calling, and although groups who are engaged in the same type of work may properly associate themselves to safeguard their own interests they ought not to make their association into an instrument of warfare against other teachers.

The International Mind.

The third biennial conference of the International Federation of University Women, held in Christiania, was attended by nearly 300 delegates from all parts of the world, including over 100 from America. In an address at the opening ceremony Dr. Nansen said that the one hope for humanity was the development of an international mind, one willing to work for the world as a whole and not merely for one nation. This is a restatement of Edith Cavell's phrase, now to be inscribed, after inexplicable delay, upon her monument near Trafalgar Square. The words "Patriotism is not enough" will serve to relieve the ugliness of the memorial and to remind the passer-by that even Trafalgar was not the highest possible achievement of the human spirit. As for the part to be played by women in the development of the international mind Professor Spurgeon said that women must gain full knowledge of the workings of high finance, merchant banking, control of markets, and of raw materials. These matters lay at the root of world disturbances to-day and when women could take part in handling them their influence would foster peace. Lady Rhondda said that there were 27,000 men directors of companies in England and 200 women directors. All this points to the need for educating business men in the possibility of putting their daughters, as well as their sons, "into the business."

Merchants of Light.

As a practical step towards the international mind the work of the International Institute of Teachers College, Columbia University, merits attention. The aims of the Institute are set forth in a pamphlet bearing the title "Merchants of Light," a phrase taken from Bacon's "New Atlantis," where the Governor describes how it was sought to "preserve the good which cometh from communication with strangers and to avoid the hurt." This was done by providing that merchant ships should carry three men who were appointed to obtain knowledge of the affairs and state of the countries visited, and especially of the arts, sciences, manufactures, and inventions of all the world. "Thus," he adds, "we maintain a trade, not for gold, silver, or jewels, nor for silks, nor for spices, nor any other commodity of matter; but only for God's first creature, which was light; to have light of the growth of all parts of the world." This international exchange in education it is the aim of the Institute to develop, by obtaining information as to the schools and colleges of other lands and by spreading information as to their own system. It is a form of international relationship that can bring nothing but good, since it is wholly free from the petty rivalries of trade and the evils of competition in greed. A world fellowship of educators, exchanging ideas and trading in knowledge would become a powerful instrument for securing international understanding and for making wars impossible.

A British Contribution.

Our own share in developing an international exchange of knowledge should begin with an effort to provide a full descriptive statement of English education. The official reports are not enough for the purpose, since they take no note of the great body of voluntary and independent work which is being done. No visitor from abroad can hope to gain a comprehensive knowledge of English education from studying blue books or visiting state schools. Institutions which are not state-aided are usually ignored in the official publications and hence all our statistics on education are misleading. Thus the figures of expenditure on education take no note of the vast total paid in fees to private schools by parents who make no use of the public system for their children. The present powers of the Board of Education do not permit of their making a complete survey such as we ought to have. Additional powers should be given and used, not for the purpose of bringing all schools under state control but for that of gaining information on such matters as the number of independent schools in the country, the qualifications of their teachers, the scope of their work, and their fitness to undertake it. The medical reports should include particulars of all children and not merely of those in state schools. We ought to explore the hinterland of our own system and furnish complete particulars, keeping them up-to-date for our own use and for visitors from other countries.

Motion Pictures and Broadcasting.

The report of Lord Gorell's Committee on the Use of the Cinema in Schools is reviewed elsewhere in our columns. It seems to be well established that mechanical devices such as the gramophone and the cinema may be used in schools with great advantage, the former to develop a sense of music and the latter to give reality to lessons on such topics as geography and national science. The place of wireless is not so easy to understand. Recently we printed an acute criticism, written by a teacher whose pupils had heard one of the earlier lessons sent out by the broadcasting device. Children are not greatly attracted by lectures, although they find them tolerable if the lecturer is before their eyes in person, with his oddities of gesture and demeanour. A lecture which flows ever so trippingly from the mouth-piece of a machine will soon fail to keep their attention after the first wonderment has passed. It is for the broadcasting people to devise lectures which will arrest and hold attention with little or no aid from the personality of the lecturer, for children are not impressed by big names. They know little and care less about the standing of a lecturer in the outside world. To them the most distinguished scientist may be nothing more than a "queer old bird" and the world-famous historian a mere "priceless mutt."

Members of the College of Preceptors are asked to note that on Friday, 17th October, at 7 p.m., there will be held in the Connaught Rooms a dinner in celebration of the 75th Anniversary of the granting of the College Charter. Sir Philip Magnus will preside. Tickets for members and friends may be obtained from the College. Price 8s. 6d., each, not including wine.

THE WAVE.

*A wave from far across the sea, it rose
A leaden coloured giant lifted high;
It sweeps along the sea with whispered sigh;
Its sleek long barrel smooth as satin shows
Against the angry red of daylight's close.*

*It rushes on and specks of spume do fly;
As higher yet and higher to the sky
It rises, foam behind it curls and blows,
It stands a moment bent, o'er arched and taut.*

*Then sliding down amidst expectant awe,
It breaks into a thousand bubbles, fraught
With golden beams from out the sun's red core.
The bubbles glint with myriad colours caught
Like fire, then slides relentless to the shore.*

M. C. L. BERTRAM (14), Berkhamsted School
for Girls.

THE DEMOCRAT'S HOLIDAY.

BY D. N. DALGLISH.

Punctual with dusty August year by year, the Victorian Gothic doors of Saint Stephen's College, Frinchester, fly open before the cheerful onslaughts of the Summer School organised by the South-western Branch of the Association of Tutorial Classes. The A.T.C. may hold other schools by more northern seas for the pleasure of the already naturally illuminated worker of Lancashire and Yorkshire to whom a little more learning is not much more than an extra lump of sugar in his coffee; or it may be genteel and conscientious in Canterbury or Worcester. But Frinchester, believe me, has the reputation of providing the most hilarious, the most idealistic, and the most genial expression of the "A.T.C. spirit." This may be due to the famous west front of Frinchester Cathedral, or to the lusciousness of the refreshments provided in Weller's barbarically splendid café; or to the soothing climate; or to the serene temper of Tom Blake, secretary of the school, who saunters through the college when less stable minds are feverish with haste and see lecture or exploratory char-a-banc slipping from prospect because note-book or camera has been mislaid. Note-books and cameras and such small deer are easily found when Tom's twinkling grey eyes look for them.

Miss Allen was the head of a village school near Crediton. She loved this sojourn in Frinchester. Green's was a delightful shop. To-morrow she must return to look at that smart black and white voile. Fifty-five shillings, but Green's gave good value. And what if the neck was low . . . yes, of course it would be more practical to buy a dark velvet which would serve for all winter functions in Wayland Tracey, but she wanted that voile. There were ten more days to spend in the chilly, monastic aisles of Saint Stephen's. Remarkable books in her room, very remarkable, not to say a little narrow-minded. Such pronounced Anglo-Catholicism.

Patricia Neville had come to Frinchester because she wanted to be like Rose Macaulay's Gerda and take an active interest in garden cities and philanthropy and the A.T.C. Next term it would be agreeable to sketch by many a Somerville fireside the austere joys of working-class education. But opinions were divided about Patricia. She herself knew what fascinated outrage shone in the eyes of that puny little village school-marm, so like a character from the pious and sugary Middle West of story-tellers, when she—Patricia—dropped her books accidentally over the steep face of the south terrace and with an energetic "Blast!" dropped herself precariously after them with much obvious scrambling of sturdy white-stockinged legs. Nor were the two girls, a little older than her otiose Oxford self, but already "certificated teachers," whatever that might be, much more companionable. They seemed to resent the *deshabillé* in which Patricia had welcomed them to her monkish cell one night, and they refused to smoke, and she was so extremely sorry for them. And they took Ralph Hellyer seriously, which was very bad for him. "No one in Oxford pays the slightest attention to him," Patricia told them airily.

Ralph Hellyer, sometime fellow of Magdalen, author of "Labour's New World," "Dust for Dreams," and a

score of coldly ironic pamphlets directed against that tattered scarecrow the consumer, enjoyed Frinchester when he could dig himself in among his fellow tutors. His receptive pupils scared him and bored him.

"How this must remind you of Oxford," Miss Rymer said pensively as they strolled across the sere lawn to the dining-hall. And Ralph was frankly rude in return. "Have you noticed his eye-brows when he's angry?" his companion asked Miss Ellwood afterwards. "And that Miss Neville actually says they don't think much of him in Oxford."

"She's an assertive young person," said Miss Ellwood firmly, "and is very probably running up and down this corridor in those very ugly pyjamas at this very moment."

Mrs. Rowe was mystified. Frankly, she understood nothing. She could not understand, nor did she live. If her husband had not felt it to be his duty, as secretary of the Up Exe branch of the A.T.C., to show the glorious morning face of the happy official at the Summer School she would never have been there. She was tired of plums and damsons for dinner and supper, in tart and in jam, or drenched with custard which never satisfied her indigestion with distressing symptoms. Equally indigestible to her mind were the words employed by the tutors. She had never heard George or any member of the Up Exe branch use them. Perhaps they were Russian. "Ann Sillery," and "Sabbotahge"—she would have a fine laugh with Mrs. Baines about them once she got home. And how hot her new marabout collar was—but George would be that disappointed if she didn't wear it when she went into Weller's to eat ices.

Always the latest arguer at night, and consequently always the last to arrive, amid ironic applause, at breakfast, always whistling rag-time and always determined that his opposition to any theory will help to make the world safe for democracy, Kenneth Sinclair had won Miss Allen's maiden heart. A dear boy, aristocratic in name and in face. And unaffected. She hoped his parents were sympathetic to his Labour sympathies. He was so obviously of a different "class" from his fellows in the school. And so polite.

Miss Allen was quite uneasy about Miss Ferris. Really, it hardly seemed safe to have such a—would "neurotic" be the word?—person head of the village school down at King's Charton. She gave one a funny feeling.

"What a hermit's life I led until I joined the A.T.C.!" Miss Ferris had wailed to her colleague. She was a small woman with untidy hair and high colour, and she talked fluently in a high sing-song voice. Only then did I find that I had a true kindred spirit in King's Charton. And to think that he should be here now. Once, when I'd tried my feeble best to speak a word for freedom he said to me afterwards, 'I'm sure many would be grateful to you, Miss Ferris, for your remarks.' From that moment I was sure we were not strangers."

"Indeed," said Miss Allen politely. The two head mistresses were walking towards Weller's during an

afternoon of mere Frinchester sight-seeing which provoked thirst.

"Yes. A splendid character. I know he's seeking liberty. Yes, he has nearly found it. In some ways he reminds me more of a woman. You know Edward Carpenter's wonderful theory of the intermediate sex?"

"No, I do not," Miss Allen rejoined with several full stops in her accent. Mr. Bradford, clerk to the King's Charton rating officer, was a tall and serious young man with a long nose, and she could not picture him as crowning his smooth locks with the dishevelled halo of those who desperately seek liberty.

"The greatest geniuses have that wonderful mingling of strength and tenderness which cannot belong to one sex. They are not women to give, nor men to be masters. They are free."

"Not a very pleasant doctrine," said Miss Allen courageously.

"Not in my feeble words. But if you read it in a master's hands. Ah, those fine spirits are rare."

Miss Allen pushed open the heavy door of Weller's cool palace, and received a surprise which momentarily elated her until she felt real sympathy for her companion. Mr. Bradford was advancing in his search for liberty by means of sitting at a table adjacent to the door in company with Miss Rymer. Like the celebrities in "The Young Visitors" they were "eating ices and"—one hoped, for the sake of Miss Ferris—"talking passionately about the laws in a low undertone."

Meanwhile some of those who had remained in the grey shelter of Saint Stephen's had drawn their deck-chairs under the shade of the high terrace that was all diversified with glowing antirrhinums, peach-coloured and ruby, and with crude geraniums. The lawns and the cloister lay very still in the mellow late afternoon sunlight. Somewhere round behind the chapel, where patient excavators were laying bare a Saxon church, the most athletic members of the school were playing tennis.

The man with the green book in his hand began to read. Save in the matter of age he was twin brother to Matthew, a village schoolmaster with hair of glittering grey, and friend to young as well as old. Nor did he put less faith in the Frinchester Summer School than in his central belief in the perfectibility of man. "Oh, well," he said, opening the book, "what's knowledge? Some have gone down the road to find it, and some of us are sitting here lazily, and we needn't for that reason lose it. And beyond it lie other things.

"Knowledge, we are not foes!
I seek thee diligently;
But the world with a great wind blows.
Shining, and not from thee;
Blowing to beautiful things,
On, amid dark and light,
Till life, through the trammellings
Of laws that are not the Right,
Breaks, clean and pure, and sings
Glorying to God in the height.

"An inveterate sentimentalist, I repeat that I'm thankful each day for the A.T.C. spirit."

"Jolly old world," said the agreeable boy Kenneth, rolling over on the hot turf.

SOME INFANT INDUSTRIES.

On Hiram Aloysius Hay
Of Illinois in U.S.A.,
A man of parts, though more inclined
To pelf than uplift of the mind,
Fortune had smiled, Success had leered
In war-time, whilst he profited.
But, finally compelled to go
To dodge the draft* in Mexico,
He squandered recklessly at large
His profits, wrung from milk and marge,
On gaming-tables, wines and suppers
And stood at length upon his uppers,
Till Prohibition first ran high
And Great America went dry.
Thenceforth ingenious plans he laid
To resurrect a vanished trade,
Where the remote Bermudas ride
He trafficked, mostly unspied,
Notorious with his smugglers' band
He ran his rum to Maryland,
But now, as always, on the make,
He saw an easy chance to take
(Dissatisfied with honest gains)
A profit from his rivals' pains:
He armed his clipper with a gun
And kept the others on the run,
Some ships he boarded, some he sank
Some crews he forced to walk the plank,
And, borrowing a useful hint
From Barbecue and Captain Flint,
Some he marooned on reefs, . . . and some—
But never mind, he got their rum.

An ornament of two careers
The smuggler's and the buccaneer's,
A "gentleman of fortune," he
Employs his time when not at sea
In platform-speaking for the cause
Of Pussy-foot and liquor laws,
And with the Union of Boot-leggers
Inveighs against the rogues and beggars
Who've set on foot a new campaign
To make Columbia wet again,
And joining with the B-L U.
He has petitioned Congress too,
Lest, pampering the general thirst,
They kill the industries he's nursed;
Complete Protection is the way
Of Hiram Aloysius Hay.

H.B.

*American term—conscription.

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It has often been said that essay writing, like water colour drawing or playing the piano, cannot be taught by means of books.

But at any rate, Mr. Brock is to be congratulated on producing a book which is definitely helpful. The present volume differs from most books of the kind in being really interesting. Mr. Brock has an attractive style and he contrives, in each chapter, to say what he wants without ever being dull or prosy.

His book is in fact a very pleasant companion all the time, and will, we feel sure, find favour among teachers of English composition.

P.M.G.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

V.—FREEDOM AND ORGANIZATION.

MY DEAR W.,

T. asked me to write to you first this month. He will enjoy the pleasure of damming my enthusiasm with the necessary and appropriate caution. He has the legal mind and can explain difficult situations away, or better still, escape from difficult situations.

Frankly I believe that the Head Master's main duty is to give a lead to his colleagues, really to teach them. He should be the most keen teacher on the staff. If he is he will understand that modern methods of teaching imply often a standing aside to give the pupil the opportunity of making his own discoveries. In the Montessori method the teacher appears to be the agent of the pupils. Of course, this is not really so, but when pupils learn without feeling that they are doing so to order a great deal has been gained. This subtlety is at the back of the so-called *Heuristic* methods. Pupils are here given the joy of discovering what the teacher has previously decided they shall discover. The head master then who can conduct his orchestra of colleagues so that each remains an artist and yet contributes to the harmony of the performance will be one who teaches others. An excellent plan is for him to invite his junior colleagues to visit his classes and to hear some of his lessons. This is a far more effective way of getting his idea of teaching broadcasted than by the other way of his visiting the junior teachers whilst they are at work. What a head does is so much more convincing than what he says. A head master should be an influence, not an inquisition.

I put it first, therefore, in my most intimate list of hints that the head should be on the time table and take a definite part of the work of teaching. I cannot conceive a great head master who is not a fellow craftsman of his colleagues.

Then, if his school is a large one it will be found of advantage to run it on university lines of "faculty" government. There will be departments—mathematics, science, modern languages, etc., and a responsible colleague at the head of each in a position of "special responsibility." Faculty meetings may take place often in which the general plan of the work, the text books to be used, the allotment of staff to various classes, should be reviewed. The head of a department must have the opportunity of seeing his colleagues' results, all terminal examination papers should be sent to him as a matter of course, and opportunity found for him to exchange classes from time to time with his juniors. I am not keen on his hearing his juniors teach—far too many people are at present paid to hear other people teach. The educational tramways are full of "checkers" examining way bills and tram tickets.

It is important that professional freedom should be accorded to all on the staff. Teaching is a much happier job if one is allowed to do it as a fully responsible craftsman and not always being treated as an apprentice. Any criticism that a Head may have to offer of an assistant's work should of course be given in private. Children are quick to detect any discourtesy, and to interpret

it to the teacher's disadvantage. It was an ingenious assistant who suggested that every three years a head master should be sent for a term's teaching as an assistant. In one of the great Catholic teaching orders the head does in fact retire to be an assistant again at the close of his career. One admires the parable behind the plan. It is only a very able and sympathetic head who would be fit to take up again the duties of assistant master.

If the faculty scheme is working well it may be found possible to use the various departments in a work which is usually, but I believe erroneously, regarded as the special work of the head master. I refer to the filling of vacancies on the staff as they arise. In the universities the academic staff practically appoint the newcomers. This is found in practice to keep up the standard of qualification required. The successful candidate for a chair in a modern University has to satisfy the holders of chairs that he is likely to be a suitable colleague.

In a well-established school a corresponding plan will be found to work equally well. The school department has given to it the application forms of candidates applying for appointment, and submits to the head a report on these. After all, it does matter supremely to the existing staff who the new man appointed is.

Freedom always justifies itself. The best school is where there is the best spirit of work. This is never to be gained but by the freedom of staff and pupils. My strong advice to you is to resist your natural inclination to govern and to try to be the friend and counsellor of your colleagues. You will have so many opportunities of giving friendly help that there will be little necessity for you to give orders or to state your wishes—your orders will be anticipated, your wishes foreseen.

Yours ever, B.

MY DEAR W.,

I must begin by repudiating with some warmth B's suggestion that I have the legal mind. I have been obliged in the course of years to pick up a certain amount of scholastic law, but that is quite a different thing from having a legal mind. If he had only said "judicial" instead! I certainly shall have the pleasure of "damming his enthusiasm," and other attributes of his, and I don't care how the word is spelt.

I am sure that B. is absolutely right in insisting that the head master must teach. Ideally, he should be the best teacher in the school: if he cannot be that, he should, as B. says, at any rate be the keenest. Teaching boys is the best way of getting to know them—and to know them individually and severally is the chief duty of a head master. If he does not teach, but merely organises, not only does he not get to know his boys, but he suffers in other ways also. Not the least is that he inevitably tends to expect too much both from the boys and from his colleagues. You will notice that inspectors and others who no longer teach, but merely observe teaching or write articles and books about teaching, always set up a standard which in actual practice is impossible of achievement with normal boys.

How much should a head master teach? As much as possible. What classes and what subjects? That, of course, depends on his own qualifications and the organization of the school. A head master in the past took the bulk of the work of his sixth form (or his highest form, whatever it was called: Westminster has a seventh, and St. Paul's an eighth). Many head masters still take a big share of the work of at least one of their sixths—for nowadays there are very frequently more than one. Under modern conditions, however, the calls upon a head master are so heavy that he often has not the time for the lengthy preparation and extensive correction of exercises necessary to do justice to a sixth form, and he leaves it for the most part to others. Some who regard religious teaching as the highest function of a school devote themselves chiefly to that task, and it is unnecessary to dilate upon the noble opportunity which it affords. Others take one subject throughout the school or in a large part of it. Others take a part in the teaching of several subjects, *e.g.*, one in the upper school, one in the middle and one in the lower, so as to be in touch with as many subjects as possible at various stages. It would be unwise to attempt to dogmatise as to what is best. Two things only would I venture to assert. One is that a head master loses much by confining his teaching to the older boys. The other is that he also loses much if he does not take some share at least in teaching them. It is during the two or three years after sixteen that boys grow most quickly—physically, morally, and spiritually. Sometimes the growth in a short year is astonishing. A head master who is not in close touch with them during that period of rapid growth is throwing away a splendid chance.

I agree, too, with what B. says about "faculty" government—with one qualification. When a young and inexperienced or little-experienced master joins the staff, his head master and the head of his department can often help him a great deal by hearing him teach and giving him hints.

The institution of the "faculty" system is an easy matter in a new school. It is not so easy in an old school. I have known several schools where the majority of the staff, accustomed to go their own way with only such supervision as the head master, himself a one-subject man, was able to give, have resented it strongly. The usual line taken is, "I don't mind the head master criticizing me and telling me what I ought to do: but I *do* object to being bossed by one who is an assistant master like myself." In these circumstances it behoves both the head master and the head of the department, especially if he is a young man, not to force the pace but to go slow and very tactfully, until the obvious merits of the system have borne down opposition. Head masters are often blamed for the unsatisfactory working of the "faculty" system, after it has nominally been set up. It is generally the passive resistance of the staff which makes it inoperative.

B. has said nothing about the appointment of a second master—probably because he thought it was unnecessary. In some schools the second master is changed every year, just as in many colleges the members of the Senate become Vice-Principal in succession. There is a good bit to be said for a yearly change. It gives several members of the staff experience of adminis-

tration and thereby trains them for head mastership. I am not prepared to dogmatise on the question whether a yearly change is better than a permanent second master. I should be inclined to say that when there is no outstanding personality to whom the whole of the staff naturally defer, it is wiser to appoint for a limited period only.

I had the most terrifying experience of all my school life the other day. It was a parents' day and my janitor came up to say that a Mrs. —— wanted to see me, adding (because he knew I wanted to get away early to a committee) that there was no one else. She had not said much before I discovered that she was, not drunk, but in the condition of "having drink taken," as the Irish say. There is no one on earth of whom I am more afraid than a woman under the influence of drink. The telephone bell rang and, asking to be excused, I answered the call. It was a wrong number—"sorry you've been troubled," but suddenly inspired, I said, "All right, I will come at once." Returning to my visitor, I said that I had just had a very urgent call, begged to be pardoned for running off, seized my hat and attaché case, and fled. I explained the situation to my janitor, who is a man of "infinite resource and sagacity," and implored him to get her off the premises quietly. This he did, though she denounced me to him and to some men who were repairing the road just by the front gate, in somewhat picturesque terms.

I acted on the impulse of panic, but after cool reflection, I do not see that I could have done anything better. What do you think?
Yours ever, T.

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

September, 1849. (From an Editorial.)

OUR LADIES.

The College of Preceptors has its Gynæceum. Not a harem; no yashmaqs and jealousies; no beauties with dyed eye-lashes and henna-tinged fingers; but fair young English women, toiling in honourable competition with the stronger sex in the cause of Education.

It may seem a violation of decorum to draw attention to the young ladies who figure so honourably on the Report of the Midsummer Examinations, but the temptation is overpowering. We have not the self-denial to conceal the fairest and most promising feature of our cause. Some grave caviller may object that these pages are devoted to subjects too serious to admit of the least approach to gallantry. We take him at his word, and because they are devoted to serious subjects we persist in referring to that bright and cheering circumstance in the late Examinations. Woman an Educator! The gravest among us might ponder long and not find a more serious topic for meditation; nor one more gentle and cheering withal. But it is not our business to declaim. The words mother-sister-wife, even nurse if you will, are worth volumes on the subject. We write the words, the reader's imagination does the rest; woman is inducted to her office, voted an educator by the universal suffrage of the heart.

GETTING BACK INTO HARNESS AFTER A HOLIDAY.

By A.A.A.

In a quiet hotel in Galashiels there used to be—probably there still is—an ageless waiter, a man of a temperate habit, but given to strong language he was. "Ah dinna hold wi' hoalidaays," he told us. "Whin ye cum baak ti yer wark it's a' ti the deevil. Sivin yeer ago Ah wint ti Pairth ti beery ma Auntie. Ah wiz awa' a week, an' Goad knows whit they did ti ma seelver plate in that time. It took me a full month ti gait back its poalish. Nae mair hoalidaays fur me."

Another friend—for after such a speech who would not be proud to call that waiter friend?—used to say: "Holidays are all very well if you keep them in their proper place. But to get the full benefit of a holiday a man should come back a week before he is due, and pick up his threads in a leisurely way, without any undue stress."

Still another friend, a six-year-old, on the evening of her return home from a radiant and emancipated seashore month, was told it was bed-time and that Nannie was waiting. "Theems to me," she lisped, "I've done nothing all my life at home but go to bed. I'm thick of going to bed at home."

Personally, I think that the harness does not hurt so much during the first week of work. A dentist must find a secret joy in seeing the ravages that have gone on, unchecked, in his clients' mouths, while he was blithely climbing Swiss mountains, and "Change and decay in all around I see" must often be in his mind, though not on his lips, as he pursues his melancholy calling. Doctors, too, must come back with a fresh eye for symptoms, and new enthusiasm for pursuing and conquering microbes, and for them the harness does not usually begin to gall till November appears, with its list of dull maladies, beginning with colds in the head and ending with lumbago.

It is, as a rule, rather a melancholy experience to travel in a tube or in a crowded local train during rush-hours, when every strap-hanger is a tired daily-breader, but I always except that time of year when the men's faces are burnt a becoming brown and every girl has a few freckles on her nose. The conversation is cheerful then; those who have been abroad have something to speak about, and those who have golfed and swum nearer home have also remarks to make. For the daily-trainers the harness as a rule does not threaten to choke them till November fogs come along.

Even all those mysterious people in banks who spend their working lives in looking after other people's money—to me it appears the dreariest profession in the world—must feel a certain pleasure in coming back to their familiar old bank-notes again, and may find a rather weird interest in finding out how much or how little their clients' holidays have cost them; strange endorsements from queer places keep wandering in, and here and there a discreet and intelligent observer may find traces of a brief and retiring summer romance.

No, the days just after the holidays are not as a rule the hardest to face. The little buzz of talk, the exchange of experiences, the new friendliness that comes after absence for a little while even between two antipathetic people, helps to make the first working days rather

interesting and even rather novel, as a rule. It is when the dreary monotony has made itself felt; when the first juicy joy of the typewriter has gone from the fingers; when the shoemaker has really begun to stick to his last; when the clergyman has got all his new church committees arranged; when the harvest-home and the first parish tea are over; when there is nothing to look forward to but the Book of Common Prayer and all that it implies; when the new school-books have lost their first novelty for the class; and when the teacher realizes that the I.Q. points towards the moron, when, indeed, the romantic side of familiar things is hard to find, then it is that one longs for "The lighter flight of days that are unkind."

J. B. Yeats tells us that there are only two people who are perfectly content: a woman busy in her home and a poet among his rhymes. But even poets have to wear some sort of harness, I expect, and I have hardly ever met a woman who could not be heavily harnessed by a fog arriving an hour after the clean curtains were put up.

The only way to get into harness after a holiday is not to think about it. "Don't meditate nothing. You might as well flop as meditate," is as good and useful advice to-day as it was when Dickens wrote it.

An American free versifier was complaining lately in print that he was tired of his house and its walls and that he was weary of "Clodding down known stairs." He let us know further, with that touching belief of the free verser that everybody is passionately interested in him and his doings, that he liked to change his quarters now and then, to change his aspect and his clothes, to feel foreign to himself and hard for his friends to recognize. He ends rather tartly:

But if you will inquire for my Soul,
You will find it
Always at the same address.

Which seems to show that for some people it is not even enough to move from a house to a flat, to shave a beard, and to be changeable to one's friends. The harness still hurts.

It is a great game, this harness business—we all wear it, from our King to the dirtiest tramp on H.M.'s highway. But there is a big difference in our way of wearing it. Some people look as if they wore none, and many look as if they were harnessed to the world. It is all a matter of temperament, of course, and naturally enough those who look most unharnessed usually pull their own weight and a bit of their neighbour's.

Eurhythmics and "Eurhythm."

We received recently a notice concerning a demonstration of "Eurhythm," which is described as "The Art of Movement inaugurated by Dr. Rudolph Steiner at the Goetheanum, Dornach, Switzerland." Unfortunately, the term "Eurhythm" resembles very closely the name "Eurhythmics," associated for more than twelve years with the system devised by M. Jacques Dalcroze. There is no connection between the two and it would be a graceful act on the part of Dr. Steiner if he were to adopt another name for his method, thereby removing a cause of confusion and carrying out his own precepts. Lofty endeavour in the region of "spiritual values" should not be accompanied by anything which might be regarded as sharp practice in business.

COLLEAGUES.

STORIES OF A GIRLS' SCHOOL. VI—NANCY.

Nancy Gilray has already thrust herself prematurely into these sketches of other people. That may be due to a friend's biased estimate of her pervadingness, but I think it would be generally conceded that her position on the staff is pivotal, to use an ugly expression we learnt in the war. She is that useful functionary (I do not know if every staff-room possesses one, if not it ought) of sweeper-up-behind—the Second Mistress. There are many things which the H.M. has to say in person; there are infinitely more which are left to the Second to get through somehow. Many of these are transferred to neat little bits of paper which bedizen different notice boards for an indefinite period of time. Every staff can be divided into readers and non-readers of notices, of which the non-readers vastly predominate. The only chance of diminishing the majority is to have the most important notice-board on the mantelpiece, where people idly warming themselves can take in these black and red scabbles unconsciously and recall them in bed. They may even break off an entertaining conversation to say "Hullo! what's this? I, *must* give in my personal time-table the day before yesterday—my hat!" Even so, I have seen many an inveterate delinquent taken by the shoulder to have her nose rubbed on a document with a striking likeness to a parliamentary whip. But every staff-room knows these things, and perhaps it is as well that the outside world should not.

There still remains a vast number of tips, hints, warnings, proddings, snubbings, boostings, levellings, and such like, chiefly individual in scope, which make the Second's life an anxious and weary business. Woe to the deputy who says all these officially with a pompous afflatus. Yet to say them otherwise requires a light hand, sympathy, dignity, a ready humour, and great personal popularity. Are these common qualities? I trow not! Then the best thing is to have a loyal level-headed person with a sense of humour to run behind the high official to explain and sympathise, and chaff; to dry eyes, punch heads if need be, soothe ruffled plumage, and not infrequently indicate to people that they are making fools of themselves. These offices are not unnecessary, however good the Second may be, and these things Nancy does, somehow all unawares. I can see her now come into the staff-room in her gym tunic, between divisions, take up her stand on the hearth-rug in silence, look round and gradually realize the existence of tension somewhere. A small matter, perhaps this time—merely Ethel's unclubable manners—but we are near the end of term, and scratchy, so I keep my head bowed over suspended corrections, though I can feel Nancy's inquiring look through my skull. Ethel proceeds with her interrupted and irritating monotone. "Really, you might think the Upper Fourth would know better than this. They are *dreadful*! As for Cecily—" I hear my neighbour hiss angrily through her clenched teeth, but a cheerful and friendly voice from the heart-rug breaks in, "Really, Ethelburga, you behave in the staff-room as though it were your bath!"

"What *do* you mean, Miss Gilray," exclaims the horrified culprit, while we snigger unrestrainedly at the relief of this wide assault on Ethel's notorious propriety.

"Well, doesn't everybody utter discordant voices in their bath? Why don't these people murder you, I wonder!" Far from being offended, Ethel beams with satisfaction, partly at being called by her nickname in a friendly way, and also at the amusing suggestion of her being in any way a nuisance. She has been much quieter since, though; hardly ever reads the notices out loud, and if she does, "Bath, Ethelburga," produces a laugh and silence.

Superficially, I suppose candour and humour are the most striking things about Nancy, when you have got beyond her extraordinarily attractive appearance. She looks an out-door person, and is at pains to explain that she is not at all brainy and would find our society rather oppressive "but mercifully," she adds as an attempt at consolation, "you can be such asses!" As a matter of fact she has decided literary opinions, unexpected, perhaps, but entirely individual and unaffected. Among her enthusiasms are Shakespeare, Conrad, W. H. Hudson, Fiona Macleod, Rose Macaulay, and the Findlaters; poetry she rarely reads and is rather reserved about. She has an extraordinary power of managing people without friction. Charm of manner and appearance have a great deal to do with it, and quick sympathy. She is immensely popular with the girls, and when she first came we groaned in anticipation of mushy consequences; but Nancy has a short way with adorers. If you ask for an explanation of the frigid neglect of a good sort of girl you may be answered by a curt growl: "being an ass," and the ass soon returns to ordinary friendliness.

There are people, however, with whom Nancy's sympathy fails entirely, and it is always traceable to one of two qualities which she cannot stand—affectedation and anything approaching disloyalty. Sometimes, I fancy she suspects their presence a little too readily, as she has no experience of the shifts and wriggles of a temperament afflicted with acute self-consciousness or the pangs of introspection. Eve is a case in point. The ironical part is that it was precisely that crystalline quality in Nancy which attracted her most strongly. There is a particular, passionate admiration which even the most egotistic and self-satisfied person only accords to qualities she has not got herself. This is what Eve offered and Nancy refused without realising, I think, the worth of it. I, the interested and necessarily passive onlooker, was staggered by the offering, but Nancy was the last person to feel the spell of that involuted and agile mind. Dislike of misunderstandings impelled me to try to explain, but Eve had used twisted and not over scrupulous methods, and there was no mercy for her. Nancy merely set about the rescue of Joy from the thralldom of what she considered a vampire association. Now, of course, there is implacable war, the kind of war that exists between a cold, seething, restless sea and an equally cold, unchanging cliff. Surely "there's nowt so queer as folks!"

The whole of the 700,000 tickets bought by the N.U.T. for the convenience of local authorities and teachers have now been sold. The correspondence entailed has been enormous.

SCHOOLCRAFT.

THE SANATORIUM SCHOOL.

By C. COWARD.

The air is full of suggestions and ideas for the future of elementary school children of school leaving age, but there is one type of such children whose special needs seem to have escaped attention. These are the tubercular ones, a large proportion of whom never attend an ordinary school, and of those who do large gaps of necessity occur in their attendance. For such children there remains the sanatorium school and in some large towns, the open-air school. As with schools for the blind and mentally defective, they are specialised to meet the needs of their pupils, or should be so specialised. In the case of the sanatorium schools, they are rarely so.

It is easy to criticize, and difficulties abound on all sides, but the sanatorium school is too often a mere stop-gap, with no real function of its own. Its curriculum is adapted to the needs of the most backward, because most irregular in attendance, of all elementary school children, many of whom arrive at the school unable to read or write. The three R's are the mainstay of the syllabus—hours are short, the period spent by each child at the sanatorium varies from six months to a year and the painstaking teacher tries to cram five or six years' instruction into the time available. And the reason for this futility lies in the probable future of such children.

It is common knowledge that the evil effects of tuberculosis are not ended with the healing of the tubercular lesion, yet when such healing has taken place the child returns home. If he is fourteen he must at once enter the ranks of the wage-earners, but the intelligent, comparatively well-educated boy of fourteen finds it difficult to obtain a footing in the labour market, so that the sanatorium boy is doubly handicapped. If a breakdown in his health occurs, he may be sent back to the sanatorium, and, under the Board of Education regulations, he must attend the school until sixteen. But what equipment for life is offered by the school? More groundwork, which he obviously needs, but very little else. Yet such a school could combine vocational with general education. Opportunities abound—the children are entirely removed from home influences and conditions and the day is thirteen or fourteen hours long. Formal instruction is out of place. Teachers complain of the dreary recommencement of the same routine with every fresh batch of arrivals, who are usually graded, according to capacity, not age. But if such grading were abolished and each child treated as an individual at a certain stage of development, could not a more constructive policy be the result? The case of a boy of fifteen who had been an errand-boy and declined to attend any kind of school if he could possibly avoid it shows that individual attention may meet the difficulty. The lad could neither write nor read, but he was a great lover of animals. He was given a camera and taught how to develop his own films. Learning to read became necessary because he wanted to pursue his studies of animal life, and after fifteen months at the sanatorium school he had written a creditable essay on the habits of one or two well-known birds.

More important still, he had an open-air hobby, which, if he overcame his disease, would go far towards compensating him for the limited activity which would be his handicap for life. The encouragement of hobbies should be one of the foremost aims of the sanatorium school. In the case of children rendered permanently unfit by disease, they may be turned to serious purpose as greater skill is acquired. Many of the "suitable" occupations for tuberculous sufferers have found their beginning in a hobby.

The futility of spending money on the cure of tuberculosis unless future conditions are modified for the sufferers has been realised in the case of ex-service men. Training schemes of all kinds, together with colonies under medical supervision, are solving the problem of "after-care," but few, if any, schemes exist for the children from the sanatorium schools. Their chances of completely throwing off the disease, if they continue in healthy surroundings, are greater than those of adults, but too often they return to their overcrowded homes and their "cure" is merely transitory.

From the sanatorium school could there not be a certain number of scholarships tenable at agricultural schools and colleges, where in open-air work of a professional kind the tuberculous child may find and keep both his health and his livelihood? Heavy farm work such as many lads under the advice of tuberculous officers have undertaken is too strenuous—the good effect of fresh air is nullified by the physical strain on damaged tissue, but a thorough understanding on scientific lines of farming in all its branches is valuable. In other open-air crafts, in the lighter industries, even in the professions themselves, some corner might be found for the cured tuberculous child? The sanatorium school should be the stepping-stone. It should have a scope of hand and craft work beyond and above any other type of special school whose pupils are limited in other directions. It should, for its older children, have the right of entry through the Universities if necessary, into any or all of the professions. The cost would be enormous, but would it be greater than the amount spent to-day on the tuberculous branch of the Public Health system? On all sides the waste of such treatment, with its lack of after-care, is being emphasized. What of the number of children who are treated throughout their school life at tuberculosis dispensaries and sanatoria and yet succumb in their early teens through unsuitable surroundings and occupations? The sanatorium school can be the mental counterpart of the treatment necessary for physical health—sending its children out better equipped in every way to fight their battle in life.

THE WAY OF HISTORY: Book I, 2s. 3d.; Book II, 2s. 6d.
 Edited by Kenneth Bell, M.A. (Collins Clear Type Press.)

These are the first two of a series of four books on history. The present volumes are well written and are admirably suited for the use of senior classes in elementary schools. P.M.G.

SIMPLE GEOGRAPHICAL APPARATUS.

A Home-made Working Diagram for Teaching the Seasons, etc.

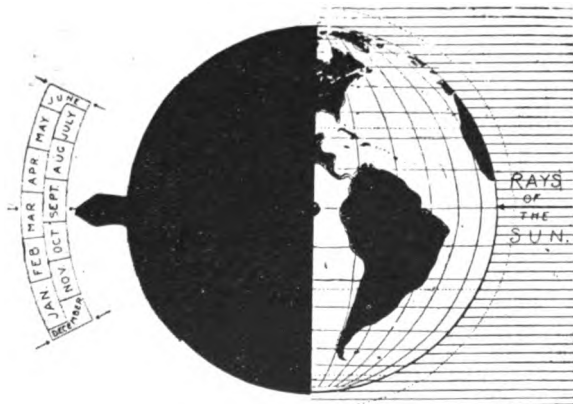
By G. A. PUZEY.

Getting one's pupils to grasp the causes of the changing seasons has always been something of a problem in the teaching of geography, and many devices have been from time to time employed to make the presentation of the essential facts of our planet's orbit as striking as possible. The use of the globe is, of course, indispensable in this connection; but one generally finds that apparatus which has been designed for the purpose is, besides being somewhat expensive, too elaborate for effective use in a small and crowded classroom.

An effective substitute can, however, be readily improvised in the school itself; and may be made either by senior scholars as an exercise in co-operative and communal handwork, or prepared by the teacher.

METHOD OF CONSTRUCTION.

First, on a large sheet of white cardboard or drawing paper, set out the parallel lines to represent the "rays of the sun," the black semi-circle, etc., shown in Fig. 2 (1); leaving a sufficient space for the scale of months, which must be added at a later stage. The "gum" may be disregarded, for when making the apparatus on a large scale for class demonstration it is better to fix the pieces together (and to a blackboard or drawing-board) by means of drawing pins; but if scholars make



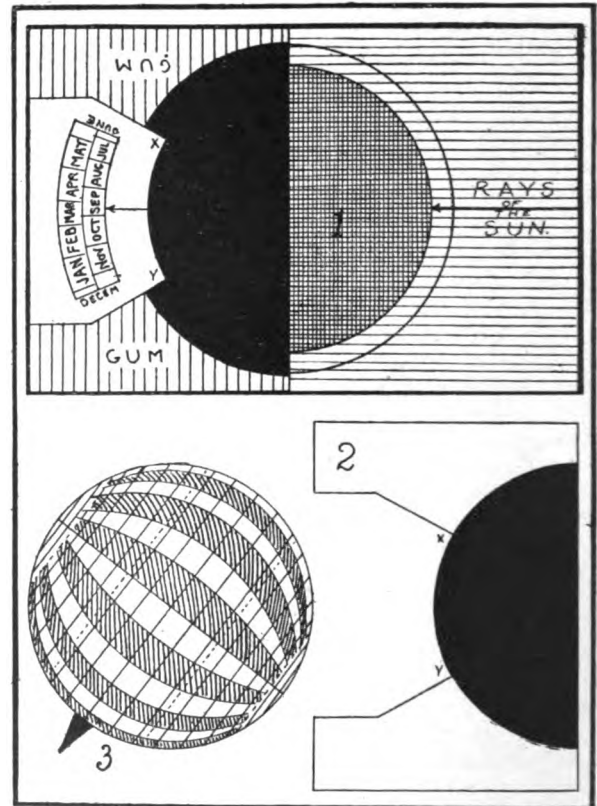
smaller models for their own use gum should be carefully applied, as shown, when all the pieces are ready for assembling. The square-shaded semi-circle in Fig. 2 (1) represents the part which will be covered by the "daylight" portion of the disc, and the outer semi-circle represents the atmosphere.

Next draw and cut out the piece marked 2 in Fig. 2, a wash of black drawing ink or "Indian ink" being particularly suitable for the dark semi-circle. The angles "X" and "Y," however, must be sufficiently wide to clear a space large enough for the scale of months. The disc, with its pointer attached equatorially, is the next piece to be drawn and cut out; and this is the most important part of the apparatus. Thicker and tougher card should be used, or preferably drawing paper pasted on thin three-ply wood. This three-ply wood can be cut to shape with a fretsaw, or—if sufficiently thin—with a large pair of scissors. The disc may be left almost blank, with merely the Arctic and Antarctic

Circles, Equator, and Tropics of Cancer and Capricorn indicated (Fig. 3), or it may have parallels of latitude and meridians of longitude shown as in Fig. 2. Better still, an outline map may be drawn upon it, as in Fig. 1.

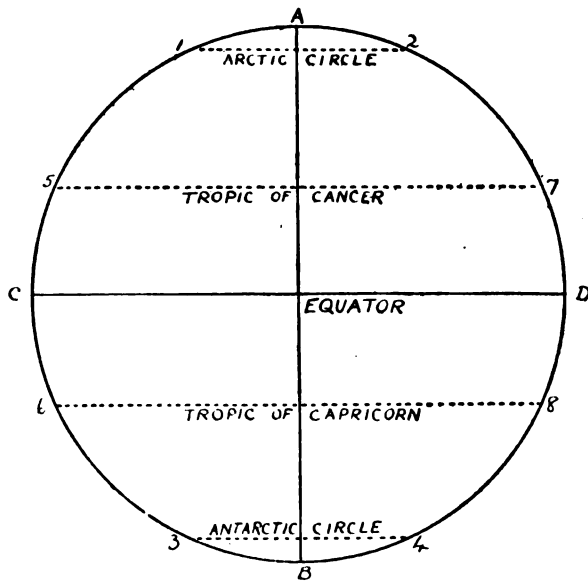
ORTHOGRAPHIC PROJECTION AND MAP TRANSLATION.

The only real difficulty occurs in the setting out of these parallels of latitude and meridians of longitude and in outlining the map, for the projection, known as "Orthographic," is a somewhat unusual one, and indicates, both with regard to latitude and longitude, the "perspective" of the curvature of the earth. The fundamental principles of this projection are that the portion of the circumference within the Arctic Circle (or Antarctic Circle) is equal to the portion of the circumference between the Tropic of Cancer and the Tropic of Capricorn, and that the scale diminishes from



the centre to the circumference as regards both latitude and longitude. The former principle is clearly shown in Fig. 3, where the distance 1—2 (or 3—4) is shown to be equal to the distance 5—6 (or 7—8). A few experiments with a pair of compasses on a smaller scale will give the right proportions for the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn, and will indicate to what extent the distances between parallels of latitude and meridians of longitude must diminish from the centre to the circumference. The parallels of latitude, by the way, are drawn at intervals

of 10°, though 15°, or any other convenient interval would do as well; and the meridians of longitude are at intervals of 15°, the distance between each pair of meridians therefore representing one hour of time. The drawing of the outline map is somewhat difficult, but extremely interesting. As already indicated, the projection is a somewhat unusual one, and a professional map draughtsman would require a fee of several guineas to prepare such a map, but any teacher should himself be able to draw it with sufficient accuracy by "translating" it from Mercator or other projection. Care must be taken, however, before beginning the "translation" that the parallels and meridians on the Mercator or other map are at the same intervals as those on the disc; if this is done, the task will be found quite fascinating. The circumference, of course, represents the meridian of Greenwich, and the remaining meridians on the exposed portion of the disc represent each an hour earlier in time. If the circumference represent noon, therefore, the whole of the exposed portion of the disc shows "morning" times.



MARKING THE SCALE.

As shown in the photograph (Fig. 1), the disc is placed over the card on which the "rays of the sun" are drawn, but under the black semi-circle—Fig. 2 (2)—representing darkness, and is held in place by a drawing pin, in order that it can revolve easily. The arrow-head on the thick line in the "rays of the sun" points to that part of the earth where the sun's rays are exactly vertical at noon.

To set out the scale of months or seasons, revolve the disc until the Tropic of Cancer is exactly opposite the arrow-head. Now the sun's rays at noon are exactly vertical on the Tropic of Cancer at the June solstice (northern midsummer), and this gives one limit of our scale. Make a mark, therefore, against the pointer and revolve the disc until the Tropic of Capricorn is opposite the arrow-head. The sun's rays at noon being vertical on the Tropic of Capricorn at the December solstice (northern midwinter) this gives us the opposite limit of our scale. The disc may now be temporarily removed and the scale drawn, noting the order of the months

and taking care that the months of March and September are so placed that the vernal and autumnal equinoxes will be correctly shown towards the end of March and September respectively.

HOW TO USE THE APPARATUS.

The primary uses of this simple apparatus are of course self-evident. When the disc is set with the pointer against the March equinox, equal day and night for all latitudes can be seen at a glance. As one moves the pointer towards "June," the change in the *relative* inclination of the earth's axis is clearly seen, with consequent longer and warmer days in the northern hemisphere, on account of the sun's rays becoming more vertical, and shorter and colder days in the southern hemisphere: a condition of things which is exactly reversed when the September equinox has been passed and the pointer is moving towards "December." It should be pointed out, however, and illustrated by a globe, that the *actual* inclination of the earth's axis to the vertical remains constant, but that the earth's orbit causes a continual change in its *relative* inclination with regard to the rays of the sun.

There are, however, many other things which can be taught from this apparatus, as, for example, the "Midnight Sun," for it will be seen at a glance that when the sun's rays at noon are vertical over the Tropic of Cancer, the whole of the earth within the Arctic Circle enjoys a twenty-four hours "day," and that when the sun's rays are vertical on the Tropic of Capricorn the portion of the earth within the Antarctic Circle is similarly favoured. If the parallels and meridians are accurately drawn, too, the approximate length of "day" and "night" for any latitude at any time of the year can be readily ascertained. Suppose, for example, one wishes to know approximately the length of day and night at lat. 60° N. in mid-August. Set the pointer accordingly, and count the number of meridians of longitude exposed on the disc at that particular latitude. Double this number (for our disc represents but one half of the earth) and this will give the number of hours "day." Then, too, the sun's rays being represented by parallel lines at equal distances, it is seen at a glance that in the Tropics the same amount of heat warms a much smaller portion of the earth's surface than in other latitudes; and also that the rays of the sun in Temperate and Polar latitudes have much more of the earth's atmosphere to pass through, thereby losing still further heat.

AN "AFTERNOON" APPARATUS.

The apparatus described and illustrated above shows, of course, that portion of the earth's surface enjoying "morning" at our noon. If a similar and corresponding diagram be constructed to show "afternoon" times, and the two used in conjunction, one can see at a glance the whole of the "daylight hemisphere" at our noon for any time of the year. In the "afternoon" apparatus, however, the pointer, black semi-circle, and scale of months will be on the right-hand side of the diagram, and the "rays of the sun" on the left. The map, too, if one be drawn, will include Europe, Africa, and Asia, instead of America.

THOROUGHNESS IN SCIENCE TEACHING.

BY ALWYN PICKLES, M.Sc.

Perhaps no subject in the curriculum demands more thorough treatment than science. Instruction, even in the highest classes, cannot be speeded up without considerable risk of failure. There is such a thing as mental indigestion due to an attempted assimilation of too many facts without proper correlation.

There is frequently a tendency, especially among young science masters, to cover ground, or "get through the Syllabus." The interest of the students is maintained perhaps, and it is assumed that all the instruction is being duly and properly assimilated. In his enthusiasm the teacher may feel justified in going into details in the fond hope that his pupils will make records go by the board as far as "results" go. If a science master ever gets this feeling he will do well to stop and take stock. In almost every case he will be amazed at the difference between the amount of ground covered in imagination and that covered in actuality. The amount young students take in and understand per lesson is really very small. Unless the teacher is very careful it is like filling a kettle with the lid on. "Hasten slowly" is really not a bad motto.

At one time I found that young students gave hydrogen and oxygen as the chief gases in the atmosphere. *Hydrogen* and *nitrogen* sound almost alike if care is not taken; but I found the cause of the mistake to lie in the insufficient study of nitrogen when studying air; by its inertness it tends to be passed over, but since more time has been given to its study air has seldom been given as the above explosive mixture. The tendency to pass over the less interesting parts of the syllabus is easily understood, if not condoned. "Laws" are not often popular with youngsters, but their importance is such that a good teacher will see they are made interesting, and their importance will be shown.

Again, a definition without one of its essential features is of course useless. A statement of Gay Lussac's Law of Volumes is of little value unless the conditions as to temperature and pressure are stated; care is equally important in branches of physics. It is this necessity for thoroughness, even in the early stages, that makes hurry fatal to real progress. A young science master once boasted that he had "got through" seventy-two heat experiments in one year with a class of boys aged fourteen. He would have done better to have attempted twenty-four.

Hurried teaching and attempting too much result in confused ideas. The "howler" is one result. I collect these lapses, not for the edification of others but rather for my own profit. I have not always been blameless.

Of course there is such a thing as going too slowly and killing interest in what is usually a popular subject, but unless progress is exceptionally slow I prefer too little rather than too much. Study your science course as a whole and decide on the essentials for each year. Then illustrate these by a wealth of experiment, but don't be tempted to side-track. If the principles are grasped a normal student should, and will, think out correlated problems for himself.

SUMMER SCHOOLS.

There is no sign of abatement in the Summer School movement. During the recent vacation many thousands of teachers have devoted part of their holidays to attending lectures and demonstrations in connection with their work. So far as numbers go the pride of place is taken by the **City of London Vacation Course**, which was held under the direction of Mr. H. A. L. Fisher, and attended by 500 students, of whom 200 came from Scotland. The course proper was made up of a series of lectures on English, History, Geography, Handwork, Music, etc., each student attending twenty-four lectures. In addition there were special visits to places of interest in and near London, including a trip to Cliveden, at the invitation of Lady Astor, who entertained the company to tea. After luncheon addresses were delivered by Cardinal Bourne, Lord Astor, Mr. E. F. L. Wood, the Duchess of Atholl, Mr. G. K. Chesterton, Miss Margaret Bondfield, and others. The founder of the Course is Mr. Robert Evans, of the well-known publishing firm of Evans Bros.

For teachers in Junior Schools there was an interesting course at **Bedford Training College**, under the direction of Miss Walmsley, which was attended by many former students of the College and formed a "refresher" course in every sense of the term.

At Westfield College, Hampstead, Miss Lilian James conducted a summer school for the **Froebel Society** on lines which have become pleasantly familiar.

At the Royal College of Music, Dr. Robert McLeod was again responsible for the direction of the **Board of Education Vacation Course for Teachers of Music**. As an official enterprise this course has a special interest, since the students were selected from all the counties of England. Their work was arranged to cover the needs of secondary schools and the evenings were devoted to attending the concerts at Queen's Hall. Under the vigorous lead of the Director the students spent a strenuous and profitable fortnight with music.

A Vacation Course of four weeks in connection with the **Oxford University Department for the Training of Teachers** opened on August 1st with an address from Dr. J. L. Paton, late High Master of the Manchester Grammar School. Upwards of 160 students, men and women, attended the lectures by Miss L. H. Allison, Organising Inspector of Modern Languages under West Riding; Mr. T. Dean, Head Master of the Tiffin Boys' School, Kingston-on-Thames; Mr. F. C. Doherty, of Radley College; Mr. R. C. Fawdry, of Clifton College; Mr. R. Finch, Lecturer under the London County Council; Mr. E. J. Holmyard, of Clifton College; Mr. T. K. Mortimer-Booth, of the Ramsgate County School; Mr. R. A. Raven, of Rugby School; Mr. D. C. Somervell, of Tonbridge County School; Mr. E. R. Thomas, Head Master of Newcastle Grammar School; Mr. E. A. Upcott, late of Worcester College, as well as by the Reader in Education, Dr. M. W. Keatinge, and other members of the regular staff. In the course of his address Dr. Paton said everyone would admit that progressive education should be inspired with the idea of progress and should conform to its law. But in the current definitions of education and the practice of it, the note of progress was seldom struck; it would seem to be an unspoken premise which was not only unspoken but unthought. The appraisal of education by the results of an examination was contrary to the principle of progress, for examination laid stress on the knowledge attained and did not take stock of the appetite engendered for further learning. The best method of education was that which stimulated this appetite, and those were the best teachers whose words and phrases started currents of fruitful thought long after school-days were over. As for "entering into the spiritual heritage of the past"—people who entered into a heritage were sometimes more inclined to exclude others from entering than to open wider the door of knowledge. And social progress could only be achieved by securing the willing and intelligent co-operation of all. Scientific problems might be worked out by the exalted few—but social problems could only be solved in a community where all were free and enlightened.

Queen Alexandra's prize for the scholar displaying most interest in her work at West Norfolk and King's Lynn High School for Girls has been awarded by the votes of her fellows to Miss Dorothy Brown, of King's Lynn, the head girl.

EDUCATION ABROAD.

CHILDREN IN CANADIAN CITIES.

BY ALICE GIBSON.

Nearly all Canadian children, if they are asked which season of the year they prefer, will vote for winter. Unless they live near the coast, where the climate is much the same as in England, or so far North that the cold is very intense, they hail the first fall of snow with delight, not because it is a novelty, but because it ushers in the children's season. The nearer the mercury gets to zero the higher their spirits rise.

To watch the look of delight in the faces of Canadian children when cold weather begins to set in is to realise how much English children miss during the winter months. For winter in the greater part of Canada is not the dreary period of grey skies, gloomy days, and cold winds which English children know, but a time of blue sky, brilliant sunshine, and a wonderful quality in the still, cold air, which acts like a tonic. Instead of coming into the warm school with pinched faces, blue with the raw dampness of November, they run in with rosy cheeks and shining eyes, full of excitement from the fun of tobogganing. There are no dreary wet winter days for them. As soon as winter starts they spend every minute they can out in the open.

The child of the Canadian city usually has more open-air life than the English city child. As soon as a pair of skates small enough can be found for him he is out on any little piece of ice that has formed where a lawn has been flooded. Tiny children teach themselves to skate by leaning on a hockey stick, and before long they are quite at home on the ice. Then there comes the excitement of becoming expert enough to play ice hockey, and every boy spends all his spare time on the ice.

So great is the fun out of doors during the Canadian winter that the children slide and tumble without having to think whether they have hurt themselves. They soon obtain the power of keeping their balance on the ice to an extent which English children rarely have an opportunity of gaining. Once gained it remains with them for life and when a rapid frost after a partial thaw makes the streets like a sheet of glass English people have far more difficulty than Canadians in keeping their footing on the slippery surface.

The hours spent in winter sports have an enormous effect on the health and spirits of Canadian children. The benefit of brilliant sunshine with bracing cold has been proved at Leysin. The atmospheric conditions which have improved the health of children taken from dark cities and placed in "L'Ecole au Soleil" are very similar to those in which even city children in Canada spend a large part of their lives. Were it not that too often many hours each day are spent in overheated and insufficiently ventilated rooms, the physique of Canadian children would be even better than it is.

The fashion of building houses with sleeping porches which has spread from the States into Canada is one which will have lasting results. Even now it is possible to find children who sleep out of doors during the greater part of the year. Fog and smoke are almost unknown in the clear dry air of a Canadian city where only hard coal is used in the furnaces. Warmly wrapped up in cold weather and screened from mosquitoes in summer,

children can have the full benefit of a night in the open air under the shelter of a roof.

Schools are closed at the end of June and do not reopen till the beginning of September. Frequently the summer vacation extends to ten weeks. It is usual for most city children to spend a part of this time near one or other of the Canadian lakes; indeed, many families own a summer cottage on a lake shore, to which the children are sent when school closes. In this way many Canadian children learn to swim when quite tiny, and become very much at home in the water, though living perhaps more than a thousand miles from the sea. They escape the excessive heat of a Canadian summer in the city, and for the time being live the free and open air life which all children love.

There is no doubt that the energy and optimism of Canadians are largely due to the physical conditions of their lives. Even the general use during summer of the verandah, without which no house is complete, may have some influence on general health. Statistics are being prepared which will show whether life in a Canadian city tends to improve the physique of the descendants of immigrants from older countries. Unfortunately, the heating of the house is an expensive item in a Canadian city, and to economise in fuel the poorer families often live with insufficient ventilation.

The city of Toronto has made an effort to counteract this evil by the establishment of two forest schools. Among the trees of two natural parks, one at each end of the city, near the shore of Lake Ontario, are gathered the children whose health is poor. From May till October they spend every day except Sunday in the open resting in the afternoon on little beds under the shade of the trees.

Out of ninety children attending the forest school in High Park, of whose parents full particulars were available, I found that only twenty-nine were the children of Canadian born parents. The parents of sixteen were both born in the British Isles. Twenty-nine had one parent born in Canada and the other in the British Isles, while thirteen were the children of parents one of whom was born in Canada and the other in another country outside the British Isles. The parents of two children were both born in Russia, and those of another were born one in Russia and the other in England. Though these figures are too limited to justify any general conclusion they show that in Toronto a large proportion of the boys and girls who need special care of the Health Department of the city are the children of parents born outside Canada.

BORROW: Selections, with Essays by Richard Ford, Leslie Stephen, and George Saintsbury. (Oxford: Clarendon Press. 3s. 6d. net.)

This is another of the excellent volumes published under the general title of the Clarendon Series of English Literature. The general arrangement of these volumes is now well known, and all that need be said of the present volume is that it has been edited by Mr. Humphrey Milford and forms a very excellent introduction to the study of Borrow. P.M.G.

ART.

ATE.

BY PETER QUENNELL.

Art and the Plebs.

This has been, we are given to understand, a record year for the Royal Academy as far as attendance is concerned. That is perhaps natural when London is so full of visitors owing to the Exhibition at Wembley. One gathers that strangers in a city will always visit the principal galleries; the National Gallery is every day so full that it becomes difficult to see the pictures. Can one safely infer from this that the general public really likes art—or does it merely like pictures? The latter at any rate is a fairly safe assumption. The visual conception is a very general human desire. I myself have frequently watched a reader turn the page of a magazine to find the illustration to matter which he has just read, presumably for assistance in visualizing the disposition of the characters, the setting of the scene or the appearance of the hero, even though a little thought would bring to his mind the fact that the hero would be exactly like the hero of any other story illustrated by the same artist. Still this is a sort of interest for which we should be grateful.

Various rather crude standards have been set up for the guidance of the man in the street. Firstly one may assume that all the pictures in the National Gallery are good—or they wouldn't be there. They have furthermore the value of maturity. They have—so we sententiously tell ourselves—stood the test of time. The Royal Academy pictures shelter under much the same harbourage. They themselves are of course new and open to criticism, but the building—the institution itself—has stood the test of time. The gateway and the courtyard are imposing and the patronage is Royal. To those who take a little more thought to the matter there are even more subtle standards. First among these is one which the art of photography has made easy and popular: verisimilitude. "Surely a thing should look like what it is supposed to represent." This seems incontrovertible, and of course we have eyes. It may be presumed that this popular notion accounts for the crowding of the Dutch rooms at the National Gallery. The Dutch passion for making a picture an inventory satisfies this standard besides serving the very laudable one of historical interest. Beyond this very few of the general public care to go. When they do it is nearly always in a search for some definite law by which discovery may be made of what is good and what is not. Tell a man that it will take him all his life to appreciate painting properly and you will find he is busy elsewhere, but supply him with some rule such as that the perfect figure is eight heads high or that the perfect colour scheme must contain an equal amount of all the colours of the spectrum, and he is as merry as a grig and will rush about judging works of art in his spare time.

In the movement of civilization the arts present a wide field of intellectual speculation. To the man in other walks of life they offer a recreation, not because he can wander through them "thinking of nothing at all," but because they offer him a refreshing form of changed activity, and when the public at last realizes how very refreshing that activity may be it will begin properly to enjoy great art.

RUPERT LEE.

A Gothic imagination would have clothed Até in the fullest ugliness mythology affords. It would have blacked her face with tarry hell smoke, and given her the thighs and belly of Dürer's Fortune; she would have ridden disorderly in a chaos of devils, with the flying beard and flapping dugs of a Lapland witch.

But Até is the seemliest and most lovely figure in Greek mythology, and the lightest footed, running without storm wind or dust cloud to carry her—

"Her feet are tender, for she sets her steps

Not on the ground, but on the heads of men."

She was a spirit of destruction, blindness, and confusion, but as delicate bodied and as quick in movement as the nymphs from Lycia—the beautiful waitress sent to snatch away his plate from under the lips of the tragic figure.

But much worse than the retribution dealt out by divine anger, is the lack of it; and classical and romantic are, in one way, different, because a classical poet was always answered back by God, and a romantic poet can never make God answer him back at all—and so on, until the worst tragedy, when the Byronic Job, with procession and circumstance cursing God, cannot provoke the air into a single drop of fire upon his head.

The Cinema in Schools Abroad.

(From the Report of the Cinematograph Committee.)

"We have no exact information as to the actual use of the cinematograph in schools in other countries and are, therefore, reluctant to quote from them in this connection. The cinematograph is undoubtedly being utilised for generally instructive purposes abroad, but this does not give us definite data as to use in connection with regular school work: for example, we are informed that 'there are over thirty-four cities in the United States now using pedagogic films for showing in schoolrooms or school assemblies,' but have not been supplied with any definition of what in the judgment of the motion picture producers and distributors of America is a pedagogic film, or any account of the method of its utilization.

As regards Germany, we understand that one at least of the cinematograph firms has a special educational department, which has produced a large number of instructional films dealing with geography and ethnology, cultural history, nature study, physical science, industry and technology, athletics, medicine, and surgery. Some of these films were shown on the screen to a member of this committee during a recent visit to Berlin. They seemed to him, so far as he could judge from the few examples seen, well planned on educational lines. He was informed that the producing company has organised 'cinema communities,' which are associations of schools in a town or district, directed by schoolmasters or others interested in education. The local 'community' has the use of a selected film for a week or ten days, during which period it is shown to the schools and classes in turn, under the direction of a trained pedagogic lecturer on the company's staff. The costs are defrayed by a small payment for every child attending the demonstrations made by the schools or the parents of the children."



THE GRAVE OF ATÉ.

MUSIC.

NOTES ON RECORDS—IX.

By J. T. BAVIN.

[*These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.*]

MOZART QUARTET IN E FLAT. (COLUMBIA 1043.)

On this record we find the first two of the four movements of a delightful string quartet by Mozart. The name "string quartet" is used to denote a piece of music that is played by four stringed instruments, generally first and second violins, a viola and a 'cello. The words trio, quartet, quintet, etc., indicate the number of instruments employed, without any reference to the form of the music, but until the end of the last century it nearly always implied a composition which consisted of three or four movements (movements is the name given to a complete portion of a composition—just as a chapter is a portion of a book) of which at least one was in First Movement form, or Sonata form. For a description of this form see Beethoven's third symphony (May, 1924). So one might almost describe a string quartet as a sonata for four stringed instruments—*almost* but not quite, for the reason that a sonata is played by one, or at the most two, instruments.

Such music is part of a class of compositions known as Chamber Music, because it was intended for performance in a room or chamber rather than in a large hall. It is more of the nature of family music, as contrasted with music designed for public performances, with each instrument having its own part, and each part played by one instrument only. The different movements are varied in character, as in the case of a sonata. For example, in this quartet the first movement is marked *Allegro ma non troppo* (fast, but not too fast), its main key is E flat, it is in four (two) time and in sonata form; the second movement is marked *Andante con moto* (going gently with movement), its main key is A flat, it is in six time, and has a song-like melody of a smooth and flowing character. The third movement is a minuet, a dance, marked *allegretto* (fairly fast), it returns to the key of E flat and its trio is in B flat and, being a minuet it is, of course, in three time; the fourth and last movement is marked *allegro vivace* (fast and lively), it is in E flat, and in two time, and its form is of the nature of a Rondo.

The leaping opening of the principal theme (first subject) is played softly by all the strings together, and then after the sentence has been completed it is repeated in bolder fashion by the first violin, with the other instruments playing the accompanying harmonies. A section follows which is constructed chiefly on a descending scale passage of seven quick notes heard first in the first violin part in three successive bars, and each time one note lower than previously. This strain is then played on the viola and 'cello, imitated by the second

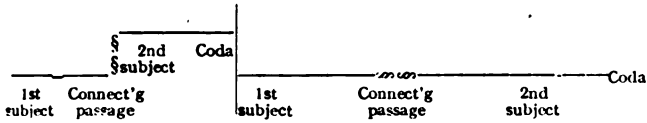
violin followed by the first violin, and is heard on one instrument or another in every succeeding bar until it works to a climax and comes to an ending in the key of B flat. (When a strain is repeated in such a manner, each time at a higher or lower pitch, it is known as a sequence.) This section is a "connecting passage"; its purpose has been to lead away from the principal theme and up to the second theme (second subject), which is now quietly given out by the first violin in the latter key. This second subject can easily be recognised by the graceful little turn around its opening note, followed by four repeated notes, and consists of a smooth flowing melody, a contrast to the opening subject. After being announced by the first violin and repeated by the Viola with the other instruments paying accompanying harmonies, the second subject is followed by a short coda which, beginning with quiet sustained notes over the thrumming of a repeated 'cello note and ending with lively and rapid running passages—scale passages—brings the first part of this movement to an end. This first part is known as the enunciation or exposition because it announces or exposes the chief ideas (the subjects) of the composition. The second part of the movement consists of a development of the ideas of the first part, saying more about them, examining them from all points of view, and presenting them, or bits of them, in a different manner, and so developing them to the utmost; it is therefore known as the Development Section, or (on account of the many changes of key usually found in it) the Modulating Section, or again (because the composer here gives free rein to his fancy in the treatment of the material) the Free Fantasia. Unfortunately the limitations in the size of a gramophone record prevent the whole of this movement being recorded and the development section, as well as the first few bars of the following section, are therefore cut out. The third part of the movement consists of a repetition of the first part and is therefore known as the Recapitulation. The opening bars of this section are missing, as has just been said, and consequently only the ending of the first subject is to be heard on the record, otherwise it will be found that the recapitulation follows the lines of the exposition fairly closely but not exactly. The following changes should be noted:—the connecting passage between the two subjects is now treated in such a manner that it this time remains in the main key (E flat) and the second subject as a result is also in the main key, the reason being that the complete movement must end in the same key as it began. The second subject is again announced by the first violin but is repeated this time by the second violin; there are also some slight alterations in one or two passages at the end of the coda.

By following this movement we have discovered the chief features of what is known as first movement form

or sonata form. It may be shown by a diagram thus :—



In listening to the record it will be found that its cuts give us an abbreviated sonata form, viz. :



MOZART QUARTET. SECOND MOVEMENT.

The second movement, in A flat, is quiet, smooth, flowing and song-like in character. It is full of the charm that is characteristic of Mozart's music—thoughts and feelings expressed through pure music. There are no words, no title, to give us a clue as to what was in the mind of the composer and therefore what those thoughts are depends upon the individuality and mood of each one of us and cannot be expressed by any but ourselves ; each must think for himself.

A noticeable feature is the frequent use of syncopation in the opening section. Syncopation occurs when a note is pushed off its natural accent, either being sounded just before or just after the accent. A drill sergeant shouts in short sharp words : " Léft, right, léft, right," and the feet fall on the accent. If we can imagine the sergeant dragging out the words and pushing the natural accent aside like this : le-éft, ri-ight, le-éft, ri-ight, we get an idea of what happens in syncopation.

Only the first half of the movement is recorded, the missing half consists of a contrasted passage, and the repetition of the first half, with considerable ornamentation, as is to be expected in a Mozart slow movement.

Things we have noticed : Trio, quartet, quintet, string quartet, movement, sonata, chamber music, contrast of movements, first subject, sequence, connecting passage, second subject, contrast of subjects, enunciation or exposition, development, recapitulation (not exact first movement form or sonata form, meaning of music, syncopation, Mozart (E.O. Feb., 1924).

Oxford Summer Course in Music.

The third Oxford Summer Course organised by the Federation of British Music Industries and the British Music Society, ended on 19th August, after a fortnight's interesting and useful lectures under the direction of Major J. T. Bavin, of the Federation of British Music Industries.

Dr. Adrian Boult's lectures on "Conducting" dealt with many of the problems attaching to that art, and laid especial emphasis upon such as confront conductors of small country orchestras, choral societies, and choirs. Dr. Malcolm Sargent gave one series of lectures on the formation of amateur orchestras and the things concerning the instruments their conductors should know, and another series on the work possible in the villages by way of community singing. Dr. George Dyson gave four lectures which he entitled "Chapters in the History of Music," and which brought clearly before his hearers many of the outstanding factors in the growth of musical art. The lectures of Mr. Herbert Wiseman, who turned more directly to the subject of music-teaching in the schools, were of great value to the many teachers in attendance.

There were also lectures by Mr. Frank Roscoe on "The Presentation of a Subject," by Mr. W. W. Starmer on the "Science of Bell Construction, and the Art of the Carillonneur," and by Mr. Gordon Stutely on "The Organization of Children's Orchestral Concerts."

STORIES FROM OVID.

PELEUS AND THETIS.

(Metamorphoses xi 229-265.)

The common legend tells how Peleus, son of Aeacus, prince of Thessaly, was the most pious of men, and as a reward for his righteousness received from Zeus the sea goddess Thetis in marriage. Ovid prefers a different version of the story.

There is a bay on the Thessalian shore
That curves in crescent fashion : either head
Runs out to sea, and if there were but more
Of water, ships might shelter free from dread ;
So firm its beach that footsteps leave no trace,
So clear of weed that runners there might race.

Hard by the salt sea grows a myrtle wood
Thick hung with clustering berries red and black,
And mid the foliage a grotto stood
That neither native grace nor art did lack.
There naked Thetis oft was wont to come,
Borne by a dolphin from her watery home.

And there prince Peleus found her on a day,
Escaped in slumber from the noontide heat ;
And with soft words of homage did essay
To win her love, and humbly did entreat.
But when his prayers were useless, then at length
He sought to force her to his use by strength.

Swiftly the goddess tried her arts of old,
Or else he would have worked on her his will.
Now she's a bird, but yet he keeps his hold ;
Now she's a tree, he clasps the tree trunk still ;
Now as a spotted leopard she doth show ;
And Peleus frightened lets the leopard go.

But on the morn he prayed the gods of sea
With wine outpoured, and eke with slaughtered sheep,
And with the smoke of incense made his plea,
So that old Proteus rose from out the deep
And said : " O Peleus, thou shalt win thy bride
And take her as a consort to thy side."

When 'neath the rocky cave she lies in thrall
To slumber, bind her fast in clinging bands ;
And though a hundred shapes to aid she call
Heed not her guile, but still with stubborn hands
Hold her, until her primal form she wear."
So Proteus spake and plunged beneath the mere.

The sun was sinking low and held the main
Under his sloping chariot in the west,
When the fair Nereid sought the grot again
And laid her down where she was wont to rest.
Bold Peleus forward leapt, and flung his arms
In close embrace about her virgin charms.

New shapes she takes, but now he holds her fast
With hands tight pinioned and her limbs wide thrown ;
Until by force subdued she sobs at last ;
" 'Tis heaven's will : have Thetis for your own."
The prince triumphant clasps her as she lies
And gets Achilles on his yielding prize.

F. A. WRIGHT.

BLUE BOOK SUMMARY.

The Cinema in Schools.

The Report of the Committee of the Imperial Conference on the use of the Cinematograph in Education (they consistently reject the K) is not a Blue Book, but it may well be the precursor of one. One of the items down for discussion at the 1923 conference was "The Cinematograph as a Factor in Education," and one of the results of that discussion, opened by the Director of Education for Victoria, Mr. F. Tate, was the formation of this committee under the chairmanship of Lord Gorell. On it were some of the leaders of the industry, and representatives of the Board of Education and numerous educational organizations and societies—some three dozen members in all. Fourteen of these were formed into a sub-committee to collect the information upon which the committee have based their report, and considering the limited conditions under which they had to work, this sub-committee set about their task in a highly praiseworthy manner. The information they collected is set out in Appendix V, and a very interesting appendix it is. From it two broad conclusions can at once be drawn—first that the film and projector have been used in schools more often than is commonly supposed, and secondly that it is not likely to be given up. But the utterly absurd notion that in time the cinematograph will supplant the teacher, or even some thousands of him, finds no support whatever.

The conclusions of the committee are such as anybody who peruses this appendix, or the documents of which it is a précis, would naturally—that is with reason unwarped by bias either for or against—draw. They are admittedly tentative—in the present state of experience they could be no more. The committee say (i) that a strong *prima facie* case has been established for the cinematograph as an adjunct to educational methods; properly used it may be of great assistance by way of illustration; (2) that this is especially so in the teaching of nature-study, geography, science, and scientific and industrial processes; (3) that in the present state of the production of historical films, its use in teaching history is not so assured; (4) no evidence has been produced to substantiate the successful use of the cinematograph in the study of literature; (5) that the cinematograph is utilised too frequently to show processes or illustrate experiments that can be demonstrated by the teacher himself; (6) that films should fit into the curriculum of the school and not interfere with it, *i.e.*, they should illustrate "the actual lessons being taught"; (7) the so-called "educational film," outside, when properly chosen, has its uses, but the "pedagogic" film has yet to be evolved by the co-operation of the producer with film knowledge and the teacher with "child" knowledge.

These conclusions are not set out in the exact phrasing of the report, but they indicate generally their sense. The upshot seems to be that the cinematograph must always remain (for school purposes, of course) a valuable adjunct to the teacher; without him it is a mere snare and delusion.

As some answer to those who express apprehension lest the film should "stifle imagination," curb "mental effort," and "reduce children to a state of passive reception," Birmingham's experiment in 1920, with a

film version of Saintaine's "Picciola" may be useful. The film was shut off at a particular point, and the children required to invent a title to the story, to reproduce it as far as seen, and then complete it in accordance with their own views. The Inspector's report on this particular portion of the experiment said: "The children's compositions on the story show that the cinema certainly stimulates their descriptive powers. It removes the difficulty of visualising and so enables the child to describe the various scenes in a much more vivid manner than is usual after reading."

Some of the replies included in Appendix V are evidently from enthusiasts for the film. The head of Oundle, for instance, thinks it "hard to imagine any subject in which teaching is not helped by suitable films. The classical boys undoubtedly profited by the Oresteia film." The head mistress of a school in Natal says, "I have found the cinema of immense value in school work; it stimulates interest, broadens the outlook of the children, and impresses facts on the minds of the pupils"; but the important truth in such cases is rather that the value of the cinema is not a value *per se*, but it draws its inspiration from the teacher. With such as they it is a real adjunct to their work.

Of special interest are items 13 and 28 of this appendix. The first is a memorandum drawn up in 1920 by the head master of the Wellingborough Victoria Council Mixed School, who installed the cinematograph in 1920. It not only is a valuable bit of evidence on the question of films in school work, but it is also an interesting proof of what can be done in the way of self-help in the making of apparatus. The other item is a most valuable essay prepared by Mr. J. C. Stobart, one of H.M. Inspectors for the Imperial Education Conference last summer. He says: "It is solely as a means of depicting movement that the film claims a place in the school. . . . Since life is what the young really want and ought to study it would seem that the instrument which alone can depict movement ought to be an essential piece of school furniture. This then is the first use of the film, to show life to beginners in the art of living." And further on, in discussing the function of a film as illustrator, he says: "By itself it cannot teach. A film of Egypt would be unintelligible without the preparation and exposition of a skilled teacher. This is not always realised by the theorists, who say: 'Why tell them about Egypt? Get a film and show them Egypt.' They are victims of a fundamental error. Telling about things, or even showing things is a very small part of education. The pupil's mind must be set in motion before the learning process can begin." Of course. And if the motion picture will do that or help to do it, it has its place in the educational programme.

A Danish Student of English.

A student at the Copenhagen University, Mr. C. A. Bodelsen, has secured his degree of Doctor in Literature, through a thesis written in English. At Copenhagen University theses may be written either in Danish, Latin, or English, and Dr. Bodelsen chose the last-named as his medium. This was the more appropriate, since his subject was "Studies in Mid-Victorian Imperialism." This essay is now being published by Messrs. Gyldendal, of Copenhagen and London.

COMPETITIONS.

JULY RESULTS.

I. *Ten Rules for a Member of a Holiday Party.*

As we hoped, this competition has called forth some poignant cries from the heart. From the efforts sent in it would be possible to compose a distressful picture of the kind of person who ought never to join a holiday party.

Sober wisdom and a warning against wet weather mark the rules sent in by

E. R. NORTH, MELVILLE GROVE, LARGO ROAD, ST. ANDREWS, SCOTLAND.

to whom the First Prize of ONE GUINEA is awarded.

The Second Prize of HALF A GUINEA goes to MISS F. SUTTON, HOMERTON COLLEGE, CAMBRIDGE.

II. *The best copy of a Short Poem about the Sea.*

The young competitors acquitted themselves very well although the choice of a poem was occasionally hard to understand. "The Battle of the Baltic" is a poem about a sea-fight, but not about the sea.

The First Prize of TEN SHILLINGS goes to FRED SCOREY (15½), HIGHWOOD HOSPITAL, BRENTWOOD.

The Second Prize of FIVE SHILLINGS goes to JOYCE COLLARD (15), ST. MARY'S SCHOOL, CALNE, WILTS.

The following are COMMENDED.

ELIZABETH DAMARIS CHANNON (10), ETON COLLEGE, WINDSOR.

A. C. GILBERT (14), LOWER SCHOOL OF JOHN LYON, HARROW,

and all the competitors from St. Mary's School, Calne.

Rules for Members of Holiday Parties.

1. Take luggage that is easily handled and that does not occupy much space.
2. Remember that wisely shod feet go a long way towards promoting a happy holiday.
3. Take nice clothes and suitable clothes, not such as need too much care and attention.
4. Be prepared for wet weather.
5. Keep cheerful even if things go wrong.
6. Be punctual; much needless trouble is caused by people who are always late for everything.
7. Be willing to take your share, not only in entertaining, but also in any little duties that must be performed.
8. Fall in with the wishes of the majority, and join in the plans and amusements of the others even if they do not always exactly coincide with your own wishes of the moment.
9. Let any noisy entertainment or amusement cease at a reasonable hour, there are always some members of a holiday party who like to get to sleep in good time.
10. Remember that everyone else is out for a good time as well as yourself, and do what you can to promote the happiness of your fellows.
11. Be bright, be Bright, be not too BRIGHT.
12. If you must get up early, don't yodel to the rest to accompany you. They may be disinclined.

SEPTEMBER COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for 250 words or less on the topic

"He is the best teacher who does not teach."

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

Ten Favourite Characters in History.

The prize will go to the most popular selection as shown by the lists sent in. Reasons for the choice in each case may be given briefly.

ACROSTICS.

Double Acrostic—No. 8.

(Last of Series.)

Is circular just like the sun,
And makes its end where its begun;
A hint, my friend, and not a joke,
Is found in fisherman and smoke.

1. Of Ware he was, a connoisseur of beer;
One name was Hodge—the other we want here.
2. 'Tis written as a plough turns, right to left
And left to right; of head and tail bereft.
3. Write here the name of a green-hearted tree,
Whose greater part is liquid as you'll see.
4. Two letters may be said to form this light,
The answer's black as well as white;
But make quite sure that here you score a bull,
And then you'll have the answer full!
5. A noble knight and jester he of yore;
Put tribe behind, four fifths of coin before.
N.B.—One light is reversed.

Solution of No. 7.

1, KinE; 2, NickeR; 3, InsulaR; 4, Garcia; 5, Herborisa-tionN; 6, TiolaT.
Notes: 4, King of Navarre, surnamed the Trembler; 5, Contains Boris; 6, Etiolate.

Solutions must be addressed to the Acrostic Editor, THE EDUCATION OUTLOOK, 23, Southampton Street, Bloomsbury Square, W.C.1., and must arrive not later than the 15th of the month. Every solution must be accompanied by the Acrostic Coupon of the month, to be found on another page.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of October, and the results will be published in our November number.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**University of London.**

In a letter to *The Times*, Dr. E. Graham Little, President of the University of London Graduates Association, which is an entirely non-political body, announces that he has accepted the invitation of the Association to stand as a non-political candidate at the pending by-election for the University.

Dr. Graham Little considers that there is a serious effort on the part of the Government to revive the recommendations of the Haldane Report, which aimed, among other things, at the abolition of the external side of the University. His Association entertains the deepest misgiving at the prospect of the member for the University being a member of University College, and still more emphatically at his being either of the two professors of University College (Sir John Rose Bradford and Professor Pollard) now in the field as candidates. Dr. Little adduces no evidence in support of his statement that the present Government is preparing to give statutory effect to the recommendations of the Haldane Commission, but with more skill than candour he contrives to suggest that external degrees are in danger of being abolished if either of his political rivals should be elected. A rough measure of the value of the intellectual discipline which attends the external degree will be found by noting whether external graduates are stampered by this little bogey.

Meanwhile, those graduates of the University who are members of Convocation are asked to note that the election of a Chairman of Convocation in succession to the late Dr. Mullineux Walmsley will take place at the Central Offices of the University, Imperial Institute, South Kensington, at 5-30 p.m. on Tuesday, 14th October. The election is by personal ballot and Sir Robert Blair, late Chief Education Officer for London, is the favourite candidate. The vacancy on the Faculty of Science, due to the death of Sir Sydney Russell Wells, M.P., has brought forward the nomination of Dame Helen Gwynne Vaughan and of Sir Josiah Stamp.

Northampton Polytechnic, London.

In succession to Dr. Walmsley as Principal of the Northampton Polytechnic the Committee recommend the appointment of Mr. C. S. Laws, M.A. Mr. Laws was educated at University College, Nottingham, and St. John's College, Cambridge, where he gained the certificate for research. He has been head of the engineering and physics department of Blackburn Technical Institute and Principal of the Wigan Mining and Technical College.

Morley College.

For many years past the Morley College has carried on its work in the Royal Victoria Hall, better known as "The Old Vic," where its efforts in the cause of education have found, during late years, a dramatic supplement in the work of Miss Lilian Bayliss. The drama has now usurped the entire building and Morley College has been compelled to find new quarters. These are in Westminster Bridge Road, and the site and premises have cost nearly £32,000. With the aid of grants from public bodies and a payment from the governors of Victoria Hall the amount has been raised, so that the new College will start free of debt.

University College Hospital Medical School.

The Goldsmid Entrance Exhibitions for 1924 have been awarded to Mr. C. L. Owen, Trinity College, Cambridge, and Miss F. C. Kelly, University College, London.

University of London : Faculty of Law.

Important developments will take place in the provision for law teaching in London as from October next. The Law Courses have hitherto been entirely in the evening, and have been held at University and King's Colleges and at the London School of Economics. In addition to the evening courses there will now be day courses at University College and at the London School of Economics.

At the School of Economics the teaching staff in the Faculty of Law has been strengthened by the appointment of Dr. Edward Jenks to the new Chair in English Law, of Mr. Hughes Parry to the new Lectureship in Law, and of Mr. Vernon R. Gattie to lecture on Criminal Law.

At University College the staff has been strengthened by the appointment of Mr. H. F. Jolowicz to lecture on Roman Law and Jurisprudence, and Mr. J. B. Richardson on Equity.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The Holiday Month.

August is always a slack month in the affairs of the N.U.T. With the schools closed and the teachers on holiday the business of the Union reaches low water mark. Members of the Executive may go on holiday. It is not necessary to hold meetings in August. Generally, however, there are teachers' conferences on the Continent in August, and this year being no exception, both the President and the Vice-President are representing the N.U.T. at a conference in Holland. The Secretary, Mr. Goldstone, is taking a well-earned holiday in Switzerland. We hope he will return braced up for the work which lies before him. During the last month or two he has had a trying time. The retirement of Sir James Yoxall at so critical a juncture in the affairs of the Union saddled Mr. Goldstone with far more than the ordinary burden of the position to which he succeeded. He is shouldering it well, but very much needed a rest, and we hope August will do him a power of good.

Preparing for Easter.

The annual conference of the Union will be held next Easter at Oxford. The date is distant, but N.U.T. conferences need a deal of forethought and organising. Already the local teachers are hard at work and already the Treasurer of the Union and the Assistant Secretary have visited the town to arrange for the necessary halls and fix up the headquarters—two very important matters in connection with any conference. Oxford will be "down" when the N.U.T. delegates assemble in the town, and it is hoped many of the college rooms will be available for their accommodation. We understand negotiations to this end are now in progress. Conference has grown considerably since it last assembled at Oxford, and although the Town Hall then fulfilled all requirements as the central meeting place it will be taxed to the utmost to take the delegates next Easter.

Thinking It Over.

There is nothing fresh to record in connection with the Burnham Committee negotiations. Each side is having a full opportunity to think matters over. Lord Burnham is absent in South Africa, and the teachers are hoping the holidays will have a softening effect on the attitude of Sir George Lunn and his panel. The one hope of a reasonable settlement is centred in the fact that the Burnham Committee still exists. Its existence, it is true, is precarious, but the fact that negotiations are to be resumed in September indicates that neither the teachers nor the local education authorities are anxious to depart from national bargaining. The teachers—primary and secondary—are fighting an uphill battle and are making every possible effort to maintain present conditions. They may not succeed, even though there appears no present reason why salaries should be reduced—trade is improving and the cost of living is rising. There is no reason save the determination of the local authorities to reduce their salaries' bill by paying the women less and jerrymandering the men's scale. If all teachers in the country were united a successful issue would be ensured, but, more's the pity, they are not.

Trouble at Lowestoft.

When the Lowestoft "lock-out" was settled it was hoped friendly relations would be fully established between the teachers and the Education Committee, and it was specially hoped that Mr. Adams would forget the past and do all possible to promote hearty co-operation between his committee and the teachers. We now hear the teachers are much upset by one or two recent happenings. The terms of the settlement are being observed it is true—the old teachers are again in their old schools—but there is uneasiness on account of the manner in which they are being overlooked when vacancies arise in the headships of the schools. We are sure the Town Council are as desirous as are the teachers that there should be happy relations, and so we are hoping they will not regard with favour the latest appointment of the Education Committee to the headship of an important school. We do not question the right of the Committee to make such an appointment, but in the interests of peace and efficiency in the schools, we do question the wisdom of the Committee in appointing as headmaster a man who, during the struggle, took the place of a "locked-out" member of the N.U.T. The letter of the settlement is being observed but the spirit which should animate it is non-existent.

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PERSONAL NOTES.

The New Headmaster of Odiham Grammar School.

Mr. Ernest Stedman, M.Sc. (Manch.), L.C.P., A.I.C., Science Master at Upholland Grammar School, Lancashire, has been appointed Headmaster of Odiham Grammar School, Hants. There were 153 applicants. Mr. Stedman has been at Upholland for some ten years and has taken an active part in local affairs, both educational and social, serving also as secretary and later as chairman of the Central Lancashire Branch of the A.M.A. During the war he served in France with the Royal Garrison Artillery and at home in the department of research on poison gas.

Mr. A. G. Coombs, M.A.

The governors of Barnard Castle School have appointed as Headmaster Mr. A. G. Coombs, Senior Science Master in Berkhamsted School. Mr. Coombs was educated at Queen's College, Taunton, and at St. John's College, Cambridge, where he graduated in Natural Science. He is also a B.Sc. of London University. His previous experience includes service at Wolverhampton Grammar School. During the war he was attached to the Artillery and his excellent work was rewarded with the D.S.O.

Mr. Walter D. Benthly, J.P.

The end of the summer term brought the retirement of Mr. W. D. Benthly, Headmaster of Haselrigge Road School, London, after nearly half a century of work in London schools, during which he has gained a foremost position as a schoolmaster and has rendered invaluable service to all teachers. Mr. Benthly has been President of the London Teachers' Association and of the National Union of Teachers, serving on many committees of both bodies, and bringing to their work a rare sagacity of mind and tenacity of temper. He has been a member of the Teachers Registration Council since its formation and for the past five years has been chairman of the Elementary School Teachers Group. He is Treasurer of the National Union of Teachers, an office which he will continue to hold, despite his retirement from active school duties, and his many friends unite in hoping that he will find in his new leisure many added opportunities of serving the cause of education. As a member of the Burnham Committee he has already an exacting task to fulfil.

Mr. Montague J. Rendall.

The late Headmaster of Winchester, Mr. M. J. Rendall, is undertaking an Empire tour for the purpose of studying educational conditions in the British Commonwealth. He will be absent for a year at least.

The late Professor R. G. Moulton.

Professor Richard Green Moulton, LL.D., Emeritus Professor in the University of Chicago, died recently at Tunbridge Wells at the age of 75. He was born in 1849, and his school days were spent at New Kingswood School, Bath, and at Clevedon College, Northampton. He won a scholarship at Christ's College, Cambridge, and an exhibition at London University. He was lecturer in English Literature to the Cambridge University (Extension) from 1874 to 1890, to the American Society for the Extension of University Teaching from 1890 to 1891, and to the London Society for the Extension of University Teaching from 1891 to 1892. In 1892 the University of Chicago elected him Professor of Literary Theory and Interpretation.

The late Professor Wertheimer.

We regret to record the death of Professor Julius Wertheimer, Dean of the Faculty of Engineering and Professor of Applied Chemistry in Bristol University, and Principal of the Merchant Venturers Technical College. Educated at University College, Liverpool, and Owens College, Manchester, he early distinguished himself in practical chemistry, and was elected a Fellow of the Chemical and the Physical Societies and the Institute of Chemistry. He was Headmaster of the Leeds School of Science and Technology from 1887 till 1890, when he came to Bristol as Principal of the Merchant Venturers' Technical College, and, when Bristol University was founded and the Technical College was taken over by the Faculty of Engineering, he became Dean. He was the author of text-books on chemistry and edited a series of text-books on technology. For ten years he was hon. secretary of the Association of Technical Institutions, and was then elected chairman of the council. He was also active in the work of the Teachers' Registration Council, and served on the education committees of the Gloucestershire County Council, and the Bristol City Council. He was a member of the Council and Senate of Bristol University and a member of the Court of Sheffield University.

NEWS ITEMS.

Teachers' Salaries.

In The Schoolmaster of August 22nd there appeared the following table showing the average salaries of teachers in public elementary schools for the financial year (1920-21). The figures are taken from the recently published statistical report of the Board of Education.

13,442	certificated headmasters, average salary....	371
21,097	certificated assistant masters, average salary	304
2,249	uncertificated masters, average salary	173
1,504	handicraft masters, average salary	286
<hr/>		
38,292	men teachers, average salary	319
<hr/>		
18,288	certificated headmistresses, average salary	36.0
63,679	certificated assistant mistresses, average salary	238
32,934	uncertificated mistresses, average salary	140
2,421	domestic science mistresses, average salary	228
13,054	supplementary mistresses, average salary	93
<hr/>		
130,376	women teachers, average salary	207

These figures of average salary cover the whole field of elementary education and should serve to correct the widespread notion that the Burnham Scales have been a kind of bonanza for teachers.

Better Butchers.

The London County Council, in co-operation with organisations representing the meat trades, will open next session a new evening institute—the "Smithfield" Institute—at Saffron-hill School, Cross Street, Farringdon Road, E.C.1., for the vocational training of boys and men employed in the meat trades.

The institute will have both a day and an evening department, the former providing part-time instruction for boys who wish to enter the industry, as well as for boys already in the trade. Mr. Walter H. Nevell, the head of the institute, and trade representatives, will select boys over elementary school age for a year's training, the number selected being governed by employment opportunities.

Courses of instruction lasting for two years have been prepared. The junior curriculum includes commercial arithmetic and trade calculations, accounts, natural history and animal physiology; hygiene, science, and English, together with lessons in meat commodities and the way to utilise them. The senior curriculum covers the veterinary and scientific aspects of meat production, cold storage and transport, shop equipment and plant maintenance, cutting-up and marketing.

The advanced course for men will comprise abattoir demonstrations, including killing, flaying, and dressing on licensed premises away from the school. There will also be facilities for practical work in connection with the manufacture of the meat comestibles, such as the making of sausages, brawn, galantine, at which Continental "delicatessen" makers have long excelled. The commercial studies for men will include the business side of the meat trades, shop management, and legislation governing the industry.

University Scholarships awarded to Women in 1924.

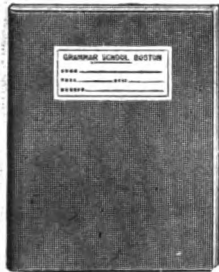
At the Victoria University of Manchester the following scholarships have been awarded to women during 1924.

(1) Graduate: Victoria Schol. in Classics, E. Birch; Edmund Roscoe Schol. in History, M. E. Gibbs (Oxford); Manchester Institute of Builders' Travelling Schols. in Architecture (Divided, E. Rogers, K. O. Brayshaw; Graduate Bursaries in Education, M. Holland, M. Spencer (Lond.); Entrance Schol. in Medicine, B. Cadness.

(2) Undergraduate: Walters Schol. in German, M. E. Haworth.

(3) Entrance: Hulme Schol., F. Ashton (Blakey Moor Central School, Blackburn); Charles Robinson Schol., B. Anderson (Widnes Sec. School); Adams Schol., H. Vernon (Widnes Sec. School); Theodores Schol., L. Evans (Leigh Gr. School); Bleackley Schol., M. Wilkinson (Stoke Park School, Coventry); Alice Fay Schol., A. Greenwood (Bacup and Rawtenstall Sec. School); Alice Fay (Additional) Schol., E. G. Geiler (Manchester High School); 1918 Scholarships for women—M. Wilkinson, E. G. Geiler, A. Greenwood, H. MacCormack (Newport High School).

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LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Self-Consciousness and the Suit Case.

I am told that something of a stir has been caused in society circles by the appearance of a book designed to serve as a prophylactic against boredom during week-end visits to country houses. The volume is appropriately entitled "The Week-End Book" and is published by the Nonesuch Press at 6s. net. As an example of book production it is charming; paper, type, and binding being well blended to the making of a pleasing volume. The contents include front end papers with a draughts board and a measure—not a ruler, as the contents tell me—giving inches and eighths of an inch. The back end papers form a Nine Men's Morris Board. Neither of the end papers is of any practical use, for I cannot play draughts on the first nor execute a nine men's morris on the second.

Between the end papers is a fine array of mixed fare, including Great Poems, Hate Poems, and State Poems, with Songs of the Zoo. These are followed by some sixty pages of songs with scores, all ready for the jovial after-dinner chorus makers. Then come twenty pages describing simple games, from rounders to intelligence tests, while these are followed in turn by hints on food and drink and by tips on first aid in various crises, such as stings and bites, epistaxis (nose-bleed), and "windy spasms." There are blank pages to receive further trifles, and a list of titles of great poems not given in the book in full.

Since the Week End Book was published I have noted in fancy that there is an added sheen on the suitcases which are being deposited in first-class compartments at the London railway stations on Friday evenings. The potted jollity is oozing through from the indispensable volume to the outer surface of the leather, giving to it a kind of self-conscious glow. Something of the same radiance exudes from the happy traveller, armed against boredom by this simple volume, and pleasantly aware that he is about to live for a week-end—long or short—upon an intellectual level far above that which is vulgarly associated with the country house week-end party. Poetry and song will replace pillow-fights and scandal, and if the change should prove to bring discomfort he has an infallible recipe against "windy spasms."

I am disposed to think that the recipe will be needed, for the Week-End Book might itself be regarded as an example of the sad complaint. More politely it may be described as a sign of our growing tendency to become artificial and self-conscious in our simplicity. These people will have us play to order and with one eye on the gallery, to laugh with a simper, to sing with an enforced jollity, and to seek "quaintness" at all costs.

I confess that I find little satisfaction in seeing a week-end party, all well-dressed and well-fed, standing round even a "baby grand" to sing "Swing Low, Sweet Chariot." If they enjoy the thing it is enough excuse, but I have a painful suspicion that they enjoy merely the thought that they are doing it. It is good to use one's head even in a week-end party, but to stand on one's head is one of the worst ways of using it.

SELIM MILES.

Education.

CURRICULUM CONSTRUCTION: by W. W. Charters, Professor of Education, Carnegie Institute of Technology. (New York, The Macmillan Company, 1923. pp. xii+ 352.)

In the introduction to this book the author deplors the fact that profound changes in world thought and in the aims of education are not followed by equally profound changes in curricula. But the fact is so, and perhaps holds in this country even more than in America. Profound changes in curricula are in Great Britain confined in the main to infants' schools and the universities. The upper departments of primary schools retain, with very minor differences, the curricula of nearly a generation back, though methods have altered; and the curricula of the secondary schools are still determined almost entirely by the requirements of various boards of external examiners. There is a wide agreement as to the desirability of a change of some kind. Differences appear as soon as we begin to state exactly what form the change is to take.

The author says: "The standards of our day demand that our courses of study be derived from objectives which include both ideals and activities, that we should frankly accept *usefulness* as our aim rather than *comprehensive knowledge*, and that no fictitious emphasis should be placed upon the value of formal discipline." Here precisely is the whole difficulty once more; differing only in that we have shifted it to a discussion of the meaning of the word "usefulness."

The book is written from the standpoint of the technical school, so that it is easier for the author to define "usefulness" than it would be for the headmaster of a secondary or primary school. What is "useful" to a man is that which is related to the work he proposes to do in life. All the curricula considered are based on "job activities."

Within these rather narrow limits the writer has achieved his aim thoroughly and well. British conditions differ in many ways from American conditions, but there are many teachers connected with vocational schools—and perhaps with continuation and technical schools—who will be interested to see how the author tackles the problem of relating his curricula to the precise needs of students who are endeavouring to fit themselves through education for the work they have in view.

G.H.G.

LA PÉDAGOGIE EXPÉRIMENTALE au Jardin d'Enfants, par Tobie Jonckheere, Directeur de l'École Normale, Professeur à l'Université de Bruxelles. Deuxième Edition. (Bruxelles: Maurice Lamertin. Paris: Félix Alcan.)

Professor Jonckheere opens his first chapter with the words of Claparède: "Que la pédagogie doive reposer sur la connaissance de l'enfant comme l'horticulture repose sur la connaissance des plantes, c'est là une vérité qui semble élémentaire." He goes on to show that very much of what we regard as valuable child study is in reality nothing of the kind. The study of single children, detailed and painstaking as it may be may nevertheless present us with knowledge which has no general application, on account of the exceptional character of the children studied. Again, wider studies are frequently superficial, and abound in generalizations which have little more value than general impressions. Anyone who has knowledge of the great bulk of literature produced in the last few years which deals with children will not doubt the truth of these criticisms.

Professor Jonckheere believes that the child of from 3 to 6 years of age can be studied best in his school (kindergarten) surroundings, and by his own teachers. There is much truth in this contention, provided, of course, that the teachers have received some scientific training, and know how to make impersonal records of observed facts. The mass of records so obtained throw light, not on exceptional children in exceptional surroundings, but upon the child in school. What is exceptional can be observed as well as what is more normal.

The exception to such a method which immediately comes to mind is illustrated at once by one of the author's own diagrams. It occurs on page 19, and is an ordinary frequency curve (Fig. 2—Courbe de la taille de 100 garçons de 5;0 to 5;6). Its form suggests at once that we have here a compound curve. At all events, the curve is analysable into two, one showing a mean of

(Continued on page 368.)

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GRAY : SELECTIONS. Edited by W. L. PHELPS. 229 pages. 4s. net.

LAMB : ESSAYS OF ELIA (1st Series). Edited by G. A. WAUCHOPE. 338 pages. 3s. 3d.

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1.03 and 1.04 metres, the other 0.97 and 0.98 metres. At once, then, we face the probability that within the group which Professor Jonckheere is investigating there are in reality at least two diverse groups. The ground of diversity can only be speculated upon, in view of one's ignorance of the facts. It may be social difference with the resulting diverse standards of life, or it may be racial difference. If children are to be studied in groups, then those groups must be fairly homogeneous, otherwise all averages will be meaningless.

The five chapters which follow the introduction are devoted to the physical make-up of the young child. Then come chapters dealing with "Le Langage," "L'Observation," and "Les Notions des Choses." The mentality of the child is dealt with in detail in chapters devoted to "La Curiosité et l'Intérêt," "Le Jeu," "Le Dessin Spontané," "Le Raisonnement," "Le Jugement," "La Mémoire," "Les Idées de Nombre," "L'Age de la Lecture," "La Mesure de l'Intelligence," "Le Contrôle des Résultats," "La Peur," and "Le Sentiment de la Crainté."

The whole book testifies to thorough and painstaking work with an educational end in view. Its temper is unvaryingly scientific, it is well documented, and it abounds in references. It is a great pity that the work has not been translated into English, for it would be of the greatest value to teachers in training, more particularly perhaps to those who intend to work in infants' schools; and we are not aware of any book in English which covers the same ground, or which covers any part of it in quite the same way. G.H.G.

PSYCHOLOGY OF EARLY CHILDHOOD up to the Sixth Year of Age : by William Stern, supplemented by Extracts from the Unpublished Diaries of Clara Stern. Translated from the Third Edition by Anna Barwell. (London : George Allen and Unwin. pp. 552. With seven plates.)

Professor Stern's studies are based upon the observation of his three children, Hilde, Gunther, and Eva in their own home. His method is therefore similar to that of Rasmussen, whose books are so well known in this country.

Against this particular method of child investigation, till lately so popular in America, objections have often been raised. When the observer is an amateur and at the same time the parent of the children observed, his bias and inexperience, his failure correctly to interpret what he observes, in addition to the frequently haphazard character of the observations themselves, invalidate all his records. When on the other hand, he is a highly intelligent man and a skilled scientist, it is unlikely that his children will be average children or that their surroundings will be typical. In both cases, we may believe that a carefully observed child is not normally situated, that it becomes aware of the enormous interest taken in all its acts, and responds to the situation in ways that at once introduce an element of abnormality.

Professor Stern has avoided these extremes as far as is possible. His wife has been the observer, and has made careful records in the home, confining herself strictly to the facts of observation. Professor Stern quotes these verbatim, and comments upon them. He compares the records with those of other observers who have followed a similar method, and passes on to interpretations and generalizations. He is alive to the limitations of the method he employs. It can be followed, he observes, in certain types of home only, so that we have no knowledge as to the way in which the development of children in poor homes varies from that of children who are brought up by educated parents. There is here, as he points out, a wide field for further enquiry. But it is very unlikely that a similar method can be followed.

The author does not believe in experimental methods, carried out with masses of children. He is committed to the view that individual observation, despite its admitted defects, is the only possible method. But the work of Dr. Cyril Burt in this country is a sufficient answer to this assertion. And again, because his observations of children afford no confirmation of the theories of Dr. Hug-Hellmuth and Pfeifer—and indeed cannot—he believes that his work has entirely disproved them. The fact is that Professor Stern has failed to understand them.

But within the limits necessarily imposed upon the author by his methods, the book is a valuable one; and will almost certainly be regarded as an invaluable book of reference to the teacher of young children. Professor Stern, unlike the majority of observers of their own children, repudiates altogether any desire to teach

the teacher his job. "I have refrained," he says, "with but few exceptions, from all pedagogic deductions, since it must be left to practical teachers themselves to translate theories and illustrations of child-knowledge into the rules and facts of the child's education." His restraint adds considerably to the value of his book. Young teachers can be recommended to it without reserve.

English.

THE WAY OF PROSE (Book 3) : Compiled by John Drinkwater. (Collins Clear Type Press. 1s. 4d.)

This collection of prose is intended as a companion volume to Mr. Drinkwater's "Way of Poetry." The present book, which is presumably the first of a series, is made up for the most part of selections from the stories of Hans Andersen, Nathaniel Hawthorne, and Lewis Carroll, and seems admirably suited as a reading book for children in the junior forms.

But, obviously, Mr. Drinkwater's introductory essay, excellent though it is, would hardly appeal to children of tender years, and we might, I think, have been very well spared the questions and exercises which appear at the end of the book. P.M.G.

THE RING OF WORDS (Second Book) : Arranged by Reed Moorhouse. (J. M. Dent and Sons, Ltd. 2s.)

Anthologies of verse have of late been so numerous that one is apt to look askance at a new one; but Mr. Reed Moorhouse has succeeded in making a collection which we should be sorry to be without. Evidently there is always room for a good anthology.

The general get-up of the book is very pleasing and at the modest price of 2s. it should find favour as a school anthology. P.M.G.

ANTHOLOGY OF ENGLISH PROSE : Edited by W. J. Glover. (Cassell and Co., Ltd. 2s. 6d. net.)

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SELECTIONS FROM MATTHEW ARNOLD'S PROSE : Edited by D. C. Somervell, M.A. (Methuen and Co. 3s. 6d. net.)

In these days when vulgarity, like respectability in Chicago, stalks throughout the land naked and unashamed, when material wealth and commercial prosperity are deemed the only things that matter, when patriotism seems to mean a distrust of other nations rather than a willingness to make sacrifices for one's own, when education itself is in danger of being handed over root and branch to the Philistines, it is well to be reminded that neither commercial prosperity nor all the material resources of the British Empire are in themselves sufficient to save a nation from becoming insensible to the finer things of the spirit, to that sweetness and light for which Matthew Arnold pleaded so earnestly.

It is some fifty years since Matthew Arnold was writing his essays; but his criticisms not only of literature but of men and manners, of politics and creeds, of education and the daily press, were never more appropriate than they are to-day, and we are grateful to Mr. Somervell and his publishers for the delightful little volume of selections from Arnold's prose which has recently appeared.

No one who has read Matthew Arnold can doubt his hatred of stunts (if one may be pardoned the term—Arnold would never have allowed it) and to-day when we are daily threatened with stunts of one kind or another, "stunts" in politics, in education, in religion and art (nothing is safe from them) Arnold's writings have a peculiar value.

(Continued on page 370.)

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If Matthew Arnold had written nothing but "Friendship's Garland" (a book all too little known) he would have earned a full measure of gratitude, and we wish our Justices of the Peace and Parish Councillors were more familiar with Arnold's portraits of Bottles, Lumpington, and Hittall.

True, he was not altogether popular (he may be said to have possessed the gift of offending the right people) but he was certainly one of the sanest thinkers and ablest writers of last century, and we hope that the present volume will serve to stimulate fresh interest in his works. It only remains to add that Mr. Somervell has made his selections with discretion and skill and has contributed a brief but admirable essay on Arnold by way of introduction. P.M.G.

History.

INDUSTRIAL HISTORY: by Harry B. Smith. (Macmillan. 7s. net.)

This interesting school book, by a director of vocational education in the University of Pittsburgh, covers a wide historical range. It gives an outline of early industrial history, "How Trade Begins," and then takes up English industrial history from "Before the Coming of the Normans" to "The Later Factory Period"; that is, since 1850. This last-mentioned chapter is not very successful. It omits much of the material that an English writer would use. The two chapters which follow, on the industrial history of America, are (naturally) much better handled; though the writer, like most of his countrymen, seems to think that Robert Fulton invented the steamboat. There is a carefully-balanced chapter on "Capital and Labour," a summary history of Industrial Education in the United States; there are about sixty clearly-printed illustrations, and a sufficient index. R.J.

THE SECRET OF THE COUP D'ETAT: edited, with an Introduction by the Earl of Kerry. (Constable. 18s.)

There is an explanatory sub-title to this volume: "An unpublished correspondence of Prince Louis Napoleon, MM. de Morny, de Flahault, and others, 1848-1852." There is an introductory study by Mr. Philip Guedalla, whose recently-issued "Second Empire" makes his opinion of this volume of more than ordinary interest. In this introductory study ("1851" Mr. Guedalla very shrewdly and brightly says: "It is a happy circumstance that, in the case of most periods of more than half a century old, nine-tenths of the significant facts are to be found in printed books; and if the historian is to abandon himself to the pursuit of the remaining tenth (an amusing chase, which is frequently dignified with the solemn name of Research), either he will not find it, or, when found, he will give to it a prominence out of all proportion to its true value . . . we are arriving gradually at a pained realisation that few things are less original than an original document." How useful it would be, how sobering, if all "research students" in history were compelled to recite this passage—with or without its Guedallesque ending—every morning before beginning the day's "research work." On Emerson's theory of Compensations, it is perhaps because research on the one hand is so great an instrument, that on the other it is inclined to become so great a humbug.

Mr. Guedalla summarises for us the points of "new information" offered by this volume. There are seven:

1. The parentage of Napoleon III; *c'est à dire*, that his relationship to Napoleon I need not be questioned.

2. That Louis Napoleon's *coup d'état* in 1851 forestalled a projected Orleanist *coup*. The correspondence confirms this suspicion: one which Mr. Guedalla had already accepted in his "Second Empire."

3. That Flahault, the principal figure of this correspondence, was one of the small group to whom the details of the *coup* were known at the time, and in advance of the events projected. This Charles de Flahault was a natural son of Talleyrand and the Comtesse Adèle de Flahault (*née* Filleul, and married, at the age of 17 years, to a husband three times her age). Charles de Flahault was at Marengo, at Ulm, at Friedland, Quatre Bras, and Waterloo. His natural son, the Comte de Morny, was half-brother to Louis Philippe, both being sons of Queen Hortense. His daughter Emily married into the Lansdowne family; his great-grandson, the Earl of Kerry, edits these letters of the family archives. Flahault became, in a way, a Scots laird, by his marriage with the Hon. Margaret Elphinstone, daughter of Lord Keith.

4. Louis Napoleon's occupations on the night of the *coup*.

5. The casualties of the *coup d'état*. These are reduced from the vague suggestion of immense numbers (in Hugo's "Histoire d'un Crime," to the official figures of the Prefect of Police: civilians, 215 killed, 119 (known cases) wounded. A minimum, no doubt, but suggestive of hundreds rather than thousands.

6. Causes of Palmerston's resignation. Pam, after his manner expressed his opinion (in favour of the *coup*) immediately and without consulting anyone.

7. Conduct of Queen Victoria. Here is suggested a somewhat rapid climbing down from the high horse that Queen Victoria was somewhat fond of mounting.

For the rest, no "*chronique scandaleuse*," little gossip, and a glimpse into the Flahault-Elphinstone family life, which seems to have been a very happy one.

To some readers, all this will seem small beer—bottled, sealed with crests, but still, small beer. Students of this period of history, however, will be grateful to the Earl of Kerry for having made these documents public. Louis Buonaparte still remains something of a sphinx. What stands out here is the personal obstinacy with which he followed up a decision once made. It accompanied him, at last, to Sedan. R.J.

STUDIES IN MID-VICTORIAN IMPERIALISM: C. A. Bodelsen. (Gyldendal. 10s. 6d.)

This volume is somewhat uneven in quality. Towards the end the author seems to get swamped in the unwieldy mass of his material, and the reader feels that he has lost interest in his theme, as soon as it has ceased to be the record of a struggle. For Mr. Bodelsen is at his best in his account of the gradual defeat of Separatism and the Manchester School, and the rise of Imperialism, an Imperialism which at first disregarded colonial feeling more stubbornly even than the followers of Goldwin Smith. As the author says: "In their discovery of colonial loyalty they overlooked colonial rationalism."

The best essays in the volume are those on Carlyle, the first trumpet of the new spirit, and Goldwin Smith, the leader of Separatism, who might be called the wry-necked life of the old. These two essays compare very favourably with his larger study of Froude, where the author has failed to step away from his subject and see him as a whole, instead of feature by feature. Mr. Bodelsen, I think, is inclined to underrate the influence of Carlyle on the later writings of Froude and Jenkins, and lays too much stress on the fact that he was only incidentally an Imperialist. His footnotes were more widely read than were the treatises of Jenkins, and save for Buller, he was the only man who could stand against Goldwin Smith in literary importance.

Lastly I should like to protest against the careless printing, which proclaims the foreign origin of this volume. The misprints are not serious, but, when they reach a total of over eighty, they become vexatious.

H.G.G.

EATING WITHOUT FEARS: by G. F. Scotson-Clark. (Jonathan Cape. 3s. 6d. net. pp. 208.)

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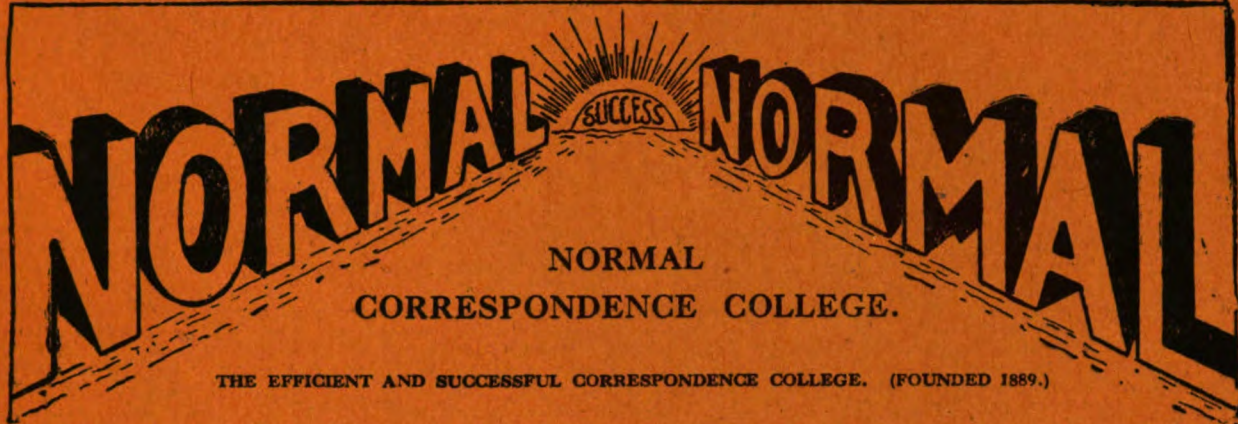
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THE
EDUCATION·OUTLOOK
AND EDUCATIONAL TIMES

OCTOBER, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

Moving Forward.

The President of the Board is losing no time in making advance on the lines which he has already indicated in his public utterances. It is interesting to note how his proposals regarding the further education of those who leave our public elementary schools are framed on lines which are almost traditional in England, since they are closely related to the problem of employment and, to some extent at least, schooling is once more placed in the position of an alternative to wage-earning, the latter being placed first in order of choice. In Circular 1338 the Board announce that they are prepared to pay one-quarter of the approved cost of work carried out by Local Authorities through voluntary agencies in developing the social and physical training of young persons, but special regard is to be given to the needs of such persons between the ages of 14 and 16 as are unemployed. It remains to be seen whether the monetary inducement will produce the desired result. The Board are also willing to encourage Local Authorities to raise the age of compulsory attendance to 15 where beneficial employment is not available, and as a necessary corollary it is proposed to increase the maintenance allowance for children over 14 who are attending school. As a further corollary the Authorities are offered financial incentives to increasing the number of free place children in the secondary schools.

The Question of Buildings.

These proposals, excellent as they are, cannot stand alone or be carried into effect without collateral effort to provide new and better school buildings and a large number of qualified teachers. Articles which have appeared in our columns during recent months have given a truthful picture of a condition of things which exists in hundreds of our rural schools to-day, and it is clear that if the demands for smaller classes and advanced instruction are to be met, considerable expenditure will be required to alter existing school buildings and to provide a corps of teachers. On another page of this issue will be found a summary of the Board's new regulations concerning buildings. New schools and extensions are to be planned on the basis of forty places in the majority of rooms for pupils of 11 years old and upwards. This is to be the minimum space, even though the class may not reach the maximum number of forty. As to old buildings already in existence, it is suggested that every effort should be made to bring the accommodation into line with the new regulations. If this suggestion is found practicable, we may have schools everywhere which are fitted to provide advanced instruction or secondary education for all children above the age of 11 or 12.

The Teacher Problem.

These reforms accomplished, or while they are in process of accomplishment, it is imperative that we should take steps to increase the supply of qualified teachers. This does not rest solely upon the economic basis of salary, but has been largely and adversely affected in the past by the conditions of work in our public elementary schools. Even when these are improved, it will still be necessary to offer such remuneration as will bring in recruits of the right type in numbers sufficient for our needs. Many of the ignorant criticisms which are being passed upon the Burnham Scales by our uninstructed "economists" ignore the plain truth that for years before the war the dearth of teachers had been causing grave concern to the Board of Education and to the Local Authorities, and it was at that time generally agreed that the salaries offered were not likely to bring into the service the number and type of teachers required. In these circumstances it was inevitable that some remedy should be sought in an increase of salary, and this was the more necessary because the teachers had received little compensation for war increases in the cost of living. The Burnham Scales were understood to be the result of negotiations between the Authorities and the teachers, and it is greatly to be regretted that they should so soon have come under revision.

The Need for Enlightenment.

Certain newspapers have been demanding, in strident fashion, that the salaries of teachers shall be reduced, while declaring that they are in favour of paying teachers a fair rate. No satisfactory conclusion can be reached along this line of argument, nor is any good purpose served by quoting figures of average salary. What is needed for the public enlightenment is a plain statement showing the salary paid to a qualified teacher at the beginning of his work and the maximum which he will reach after a stated number of years of service. It is true that these figures are set out quite plainly in the reports of the Burnham Committees, but they are not known to the ordinary member of the public. It is commonly found that when they are made known to him he expresses surprise that any sane person of education and intelligence should become a teacher. It is this public ignorance which affords opportunity and encouragement to the scribes who obey the commands of Lord Rothermere, without ever remembering to remind their readers that the country has decided, for good or ill, that all its young citizens shall receive instruction and that the instruction given to-day must of necessity cover a wider range than formerly required and that the whole enterprise is bound to involve heavy expenditure.

The Position of Private Schools.

At the Autumn Conference of the Private Schools Association held in Bristol recently, Mr. T. Crawshaw stated that the private schools did not desire either State interference or State help, but they wished for State recognition, as this would remove invidious distinctions and would solve the difficulty in regard to pensions for teachers. The chairman, Mr. Stanley Maxwell, rightly pointed out that neither Government recognition nor Government grant could be expected without some Government interference, and he suggested that the right policy for members of the Association was to see that their schools were absolutely efficient and be ready to welcome sympathetic and understanding inspection. As the law stands, it is the duty of the Board of Education to take cognizance of the work done in private schools so far as it relates to pupils who are below the statutory leaving age. It is true that for various reasons the Board of Education have not hitherto exercised any close supervision of this work, and among the first to regret the Board's neglect should be those who conduct independent schools efficiently, since they are the ones who suffer most from the competition of ignorant and inefficient persons who open a "little school" as a means of livelihood. It is highly desirable that independent enterprise in education should not be discouraged by any form of State action, but it is no less desirable in the interests of the community that those who teach in schools, whether under State auspices or not, should be men and women of the highest possible professional qualifications.

Public Health.

The Chief Medical Officer of the Health Ministry and of the Board of Education, Sir George Newman, has issued a valuable memorandum concerning public education in matters relating to health. He points out that the Report does not aim at including the large field which is covered by voluntary work. In his opinion the time has come when the efforts of central and local authorities should be extended and made more widely known. In particular he is anxious that the authorities should devote more energy to the task of educating the public to safeguard its own health. This he holds to be a fit enterprise for public aid in the form of grants. For many years past hygiene has been taught in the Training Colleges for elementary school teachers, and it is safe to say that almost every certificated teacher working in our schools to-day has received some instruction in the principles of health. The difficulty is that this formal instruction when given to pupils in the schools often finds little practical support in the surroundings of the children. It is of little use to give lessons on the importance of fresh air in a schoolroom which lacks all the means of suitable ventilation or to teach a small boy about the pores of the skin and the importance of keeping them open when facilities for personal cleanliness are lacking in his own home. Physical health depends so greatly on habit that our first care should be to provide opportunities for forming right habits.

Secondary School Examinations.

The lists of successful candidates in the recent school certificate examinations afford ample material for thought to those who built high hopes upon the establishment of a Secondary School Examinations Council. It was expected that the work of this body would have the happy result of reducing to a minimum the number of examinations open to pupils in the fifth form, and although the result has not been fully justified, yet satisfactory progress has been made. It was further intended that the examination should be of such a character that it could be taken normally by all the pupils in the fifth form of a secondary school. In this connection the result aimed at has not been justified and there is some danger that our secondary schools may presently find themselves in the position of elementary schools under the old rigid code. At present there seems to be a tendency to present not the whole form but selected pupils, the selection being made long before the examination is due, some pupils being kept back from the fifth form, others being put into a special fifth where they prepare for an easier examination, and the remainder being permitted to take the school certificate. Thus, for example, it may be that there are forty pupils in the fourth form but only sixteen will be presented for the school certificate examination at the end of the following year, and of this sixteen some will take the examination for the second time. If ten out of the sixteen are successful, this represents, at most, only 25 per cent. of those who ought properly to have taken the examination.

THE TEMPLE OF WAR.

*And downward from an hill under a bent
There stood the temple of Mars Armipotent,
Wrought all of burnèd steel, of which th' entree
Was long and strait, and ghastly for to see,
And there out came a rage and such a veze¹
That it made all the gates for to rese.²
The northern light in at the doores shone,
For window on the wall ne was there none
Through which men mighten any light discern :
The doors were all of adamant etern.*

(CHAUCER : *Knight's Tale.*)

¹ Rush of Wind. ² Shake.

FIVE YEARS HARD.

BY ARTHUR J. CLARK.

My first morning's teaching I shall never forget. I had stood on the dais for school prayers, and 900 boys had stared at me as they sang "Lord, behold us with thy blessing," and listened to the Head's exhortation to labour and Godliness in the new term. Then, like an undammed river, the school had swept along corridors and round corners until it had sorted itself out into classes and I found myself being towed along by the energetic Head until at last we reached an attic room that was to be the scene of my future labours. Here I was introduced to a form that was to be mine for the morning. For an hour they were to answer a Holiday Task paper, "and after that," said the thoughtful Head, "you might give them an hour's talk on the Crusades." It was an unequal struggle. I was twenty-one, and had never taught before; that form contained thirty fourteen-year-olds who were expert ragers to a man, for they had had no Form Master of their own the term before, and had been happily engaged in breaking in some half-dozen student teachers from the University. The Head bustled out; the form licked its lips in pleased anticipation—and I felt like Daniel in the lions' den. And then, *horribile dictu*, I took up those examination papers ten minutes too soon and had those young demons on my hands with nothing to do. I saw with ghastly clearness what would happen. They would rag me horribly; they would go away and tell the school of a young ass in the attic whom anyone could have on. The Juniors would be riotous, the Seniors contemptuous; I should be placarded as an incompetent person; I should lose my job. Then the interval bell rang. I wandered disconsolately downstairs to a lower corridor and through an open door saw one of my new colleagues at his desk. Greatly daring I went in, introduced myself, explained my dilemma, and sought counsel and advice. "What can I do?" I asked plaintively. "I can't cane on my first morning, and there is no punishment school or drill to-day. What is to be done?" "You might," he suggested benevolently, "promise to pack the first one who causes trouble straight off to the Head." I marched back to my room and explained to the form, with beautiful lucidity and in the vernacular, its intentions and mine. It was my Thermopylæ: I must win or depart—and I knew it. The form behaved itself. And a year later, when I was fairly in the saddle and had won a reputation for cold and calculated ferocity, the ringleader of those who had given me that *mauvais quart d'heure* came to me again. I recognised him and reminded him joyously of that first morning—and he grinned sheepishly. For a whole term I tried to find an excuse for caning him, but failed miserably.

It is, however, one thing to deal with fourteen-year-olds and quite another to deal with a Science Sixth and Transitus containing one or two highly important prefects, half the Fifteen, with everybody wholly convinced of the futility of English subjects. One very large person had to be put in the corner—another to be ejected with contumely—there was a ghastly moment when I wondered whether he would refuse to go; and then one day when I was waxing very enthusiastic over Early English History, the back desk, with its occupants, went over with a crash—its fastenings had been removed

during the interval. Five people picked themselves up from the floor, and one, who in those days weighed something over twelve stones, said to me casually, "There must be a screw loose in the desk, sir." "There must be several screws loose on that desk," I retorted, and the form howled. I found that in dealing with large people much may be done by carefully-thought-out impromptus and genial sarcasm, for if the form is kept laughing at its own members it does not jeer at its pastors and masters. Some time ago, at a dinner, I met an old boy who had been with me that first term. We talked over the form and its doings, and boys who are boys no longer and are scattered all over the globe, and at last he said with a little smile, "We learned a lot together that term, didn't we?" and I heartily agreed.

I came down from the University brimming over with conceit, knowing my subject well and fully convinced that I could teach. It took me just one year to realise that I knew nothing whatever about teaching and very little about that complex animal—the human boy. Like most other young schoolmasters I was content to do the work myself and let the form repose. I lectured, and they meditated—generally—not on the lesson. Every year I taught I did less work and the form more, until at last I came to understand the success of a certain agnostic set to teach Scripture. He told his form frankly that he knew no Scripture and they must teach it him, and they were so anxious to find questions he could not answer that by the end of the term their knowledge of St. Mark's Gospel was amazing. I tried that method once with some very small people. They were standing round my desk in a semi-circle, moving up as they answered rightly, so I invested the smallest person in the class with my cap, gown, and cane, went to the bottom myself and tried to work up. Their keenness to keep me down was encouraging, and it was beautiful to see my small substitute with my mortar-board over one eye and enveloped twice over in my gown, wagging a small forefinger at me and saying sternly: "Mr. Clark, if you say another word I'll send you to drill." The method failed rather badly, however, in a geography lesson, when, after half an hour's hard work, I finished up six from bottom, and found that I was better with the book!

Part of my time was spent in coaching very clever boys and part in teaching a form supposed to contain the intellectual dregs of the modern side of a huge school. Putting it in another way, I had dull boys whom I tried to teach and clever boys who tried very hard to teach me, and I greatly preferred the dullards. The clever boy who does brilliantly at examinations is apt to need a very great deal of kicking before he is fit for human companionship. Sometimes he is delicate and misses the balance that sports give; he has little time for hobbies; he tends to be horribly superficial; he is crammed with big, half-digested ideas; he often has a hearty contempt for the normal and an unholy thirst for modern philosophy and literature. It is the stage of youthful green sickness, of intellectual distemper, of pride and vainglory, and it clamours for an intolerable deal of blue pencil and red ink. Of course there are happy exceptions—I had them—and here and there one meets

a budding scholar with the humility that is an integral part of true scholarship. But all the same, I preferred my dullards—the “Rough-riders,” the “hefty louts,” the “Heavy Brigade,” the “Veterans,” as colleagues who remembered them bitterly would call them. They were large, they were good-tempered, they were sportsmen—in fact they were very much like big dogs, and like dogs they needed a lot of licking and liked one master to do it. For two years they adorned my attic with every cup and shield in the school but one, and when they realised that they beat other people at games they resolved to see what they could do at work. Foreign languages they barred, but poetry they loved—why is it that dull boys so often like poetry?—and they wrote interesting, if vilely spelt, essays. They all had hobbies; some kept dogs or birds, some collected things, some were carpenters or fretworkers. They would rag whenever they could, partly because they had more physical energy than they could control—and their powers of control were not great—partly because they frankly failed to see the use of much they were supposed to learn, and so it happened that I was frequently requested by aggrieved colleagues to deal with them, and *privatim et seriatis* they most of them sampled my store of canes.

At last the time came to say good-bye. Till then I never knew what it meant to me—that form of unrecognised jewels. They gave me a parting tea and a dressing-case, and as I was lonely leaving the grey city in the morning they rushed with a whoop on to the platform and shouted their good-byes as the train steamed out. They went back to adorn my blackboard with my now discarded cane and the legend “Gone, but not forgotten,” and I—well, as I look back with misty eyes at those five good years at the school I love, it is not for the most part the clever boys and their scholarships that I remember, but those dear dull people who were as good fellows and as fine sportsmen as I shall ever know.

Careers for Boys : Technical Training in the Army.

It is announced that a competitive examination will be held at centres in every county in the United Kingdom on the 4th November next for boys whose parents are desirous of their learning a skilled trade, free of cost, with a view to joining one of the technical corps of the Regular Army.

More than 800 boys, chosen by previous examinations, are already at work at Chepstow, Maresfield, Woolwich, and other centres, and places are now to be found for approximately 200 more.

Candidates must be between fourteen years and fifteen years and four months on 1st January next, and will be examined in English, arithmetic, and general knowledge. Examinations will be held at London, Bristol, Cardiff, Halifax, Leicester, Preston, York, and numerous other centres, and the successful candidates who are selected to fill vacancies will spend some three years in learning one or other of ten trades, comprising that of armourer, artificer, blacksmith, carpenter and joiner, electrician, fitter, instrument maker, and wireless operator, and they will be enlisted in the Regular Army for twelve years (reckoned on the dates on which they attain the age of eighteen). Their first period of service, as a whole, will extend therefore to approximately fifteen or sixteen years.

During training the boys will not only be maintained free of cost to their parents or guardians, but in addition will be paid at rates operative on the date of their enlistment. At present the rate is 7s. a week, rising to 12s. 3d., according to progress made. Detailed information regarding the training scheme as a whole and application forms, which must be lodged before 13th October, can be obtained from all Army Recruiting Offices throughout the country.

BUYING A MASTERSHIP AT ETON.

BY L. F. RAMSEY.

In 1731, in the *London Evening Post*, appeared the following advertisement:—

“Whereas Mr. Franc. Goode, under-master of Eaton, does hereby signify that there will be at Christmas next, or soon after, two vacancies in his school—namely as assistants to him and tutors to the young gents: if any two gentlemen of either university (who have commenced the degree of B.A. at least) shall think themselves duly qualified, and are desirous of such an employment, let them enquire of John Potts, Pickleman, in Gracious Street, or at Mr. G’s own house in Eaton College, where they may purchase the same at a reasonable rate, and on conditions fully to their own satisfaction.

N.B.—It was very erroneously reported that the last place was disposed of under 40s.”

The suggestion contained in the postscript is delicious. No aspirant was to suppose that he could get the place dirt cheap. No hint is given as to the remuneration these would-be ushers might expect. Probably the annual salary named by the founder had been little, if at all increased. This was £6 13s. 4d. per annum, with an allowance of £3 0s. 3d. for commons and a gown furnished, which the usher was on no account to pledge or sell.

Strange things have taken place in the history of Eton. In 1536, “the best schoolmaster and the greatest beater of our day,” Nicholas Udall, was charged in conjunction with two of the scholars with stealing the college plate. He was found guilty and forced to leave Eton.

However, Udall was later appointed Head Master of Westminster School, so his lapse from the paths of honesty did not disqualify him for ever from training the young nor from exercising his thrashing propensities.

Eton boys under Udall had to get up at five, say their prayers in Latin while they dressed, make their own beds and sweep out their rooms. They had only three weeks’ holiday during the year, from Ascension Day to the Feast of Corpus Christi, and those who were not back in time for vespers on the Eve of Corpus Christi were flogged.

The only other mention of holidays in those times was in connection with church festivals, with, in addition, the privilege of going to sleep in school after dinner on May 6th, the Feast of St. John before the Latin Gate.

In the “Paston Letters” (1467) there is a revealing letter from William Paston to his parents. Writing home from Eton, he announces that he has fallen in love with a girl called Margaret Alborow, eighteen or nineteen years old. “As for the money and plate, it is ready whensoever she were wedded; but as for the livelihood, I trow not till after the mother’s decease; but I cannot tell you for very certain, but you may know by enquiring. And as for her beauty, judge you that when you see her, if so be that you take the labour, and specially behold her hands; for an if it be as it is told me, she is disposed to be thick.”

Precocious young rascal! We are not told William’s age, but he was an oppidan, so probably not so very much younger than the fair Margaret.

LETTERS TO A YOUNG HEAD MASTER.

By T. AND B.

VI.—PRACTICAL MORALITY.

MY DEAR W.

Yes, all sorts of difficult problems constantly arise in a school, and a Head Master needs at least the wisdom of Solomon to solve them. The boy you have written to me about, who told an obvious lie and stuck to it through thick and thin, is not unusual. It is far from uncommon for a normally truthful boy (I am not now referring to those pitiable creatures to whom lying is a congenital misfortune, seemingly no more under their own control than an inheritance of tubercular tendencies) to crib an exercise. The mistakes are exactly those of the original, except when they are worsened by hasty copying. He asseverates that the exercise is his own unaided effort. When confronted with the original, he declares that he has never seen it. When the absurdity of his declaration is pointed out, he repeats it stubbornly, even passionately. Such a culprit is hard to handle. In some way he must be made to confess. It is very bad for him to "get away," as the Americans say, with his lie, for if he is punished without confessing, he *does* "get away" with it. Confession is a necessary preliminary to repentance and reform.

Some time back I made a successful experiment with an offender of this kind. The father of one of my pupils came to ask for my advice and help, saying that he had heard that I understood boys (God forgive me—I did not adequately contradict him—I mildly deprecated only). What had happened was this. The father had left some pound notes on the dining-room mantelpiece. The boy had stolen two of them and bought a camera. When the father saw the camera, he asked the boy where he had got the money for its purchase, and received the reply that he had picked up two pound notes on his way to school. Accused of having taken that sum from the notes left on the mantelpiece, he had strenuously denied the charge. Despite everything that his father said, he could not be induced to swerve from his original statement.

The father was quite frank. He considered himself, on reflection, greatly at fault. He knew little about his son, though he was an only child, being absorbed in his business and in making money outside his business. It was the year of peak prices, and he told me revolting stories of the profits he had made by buying and selling houses and motor cars. The boy had asked him for a camera, and he had promised to buy him one, but had delayed carrying out his promise. He blamed himself for throwing temptation in the boy's way by carelessly leaving the money about, and for not getting the camera directly after promising to do so. The boy, when younger, used to set his heart so passionately on a thing that he became pale and physically sick unless he got it within a reasonable time. His longings had become less intense as he grew older, but he had obviously been keenly desirous of the camera. It was about the refusal to confess that the father was concerned. I entirely agreed with him that in the circumstances the theft was easily explicable, and I also agreed that confession was essential.

He asked me to try to persuade the boy to confess, and I consented—not, of course, in my capacity of Head Master. I used all my arts, but the boy stuck to his story. I sent him to another room, and telephoned the result to the father, who was naturally much disappointed. "But," I said, "I want your permission for an experiment on him. I warn you that it will be somewhat brutal." "You have my full permission," he replied, "to do anything you like—I am not afraid of any brutality which you are capable of."

I called the boy in again and said to him, "Why do you stick to the absurd story that you found the money on the way to school?" "I am telling the truth, sir," he replied. I struck him on the shoulder with my fist. "You took the money off the mantelpiece," I accused. "No, sir," he denied. I struck him again. "Don't be silly—confess," I said. "I found it on the way to school," he repeated. I struck him a third time. "Own up," I thundered at him, "you did take the money off the mantelpiece, didn't you?" "Yes," then came in a faint voice. Then, of course, I changed my tune completely. I told him how glad I was that he had begun to confess, and how glad he would be when he had made a clean breast of it. In time all the details came out, and he was obviously relieved. I said what, I hope, was appropriate to the occasion, and he was certainly repentant at the close of the interview.

I claim that the experiment, while a little brutal (though I did not hurt him much) was based on a sound psychological principle. It was the surprise that ensured its success. The boy had come prepared for everything that he could anticipate—argument, expostulation, entreaty, threat, and so on. But it had never entered his head that his Head Master would strike him. The blows broke down all his prepared defences. I do not advocate in all cases the particular tactics which I employed in this case, but I am positive that there must always be some element of surprise. And, of course, there must be not the slightest shadow of a doubt that the culprit is lying.

To resume my story, I got the father to come to see me, and told him all that had happened. I advised him after he had once spoken to the boy about the theft—he had already made up his mind to forgive him without any punishment—for ever afterwards to hold his peace about it. As he had already acknowledged that he was to blame for throwing temptation in the boy's way, I said nothing further about that, but I strongly urged him to make a friend and companion of the boy. "What comfort," I asked, "will your money be to you if your boy goes wrong, or even if, when grown up, he is a stranger to you?" He took it all very well. Then he suddenly said, "Shall I tell my wife? She has been away from home during all this business, and consequently knows nothing about it." This was indeed a poser. After a little reflection I said, "I haven't the pleasure of knowing your wife, and my answer will therefore have nothing personal about it. I advised you just now, after you have once spoken to the boy,

never to refer to the matter again. Nothing is worse than nagging. If you can be sure that your wife will not cast this offence in the boy's face whenever he does wrong, as is the custom of some women, I should tell her. If you can't be certain, I don't think I should." A pause. Then, "I won't tell her," he blurted out. I kept a perfectly solemn face, but the humour of it, after the tense time I had gone through, created a desire to laugh aloud which I had the utmost difficulty in controlling.

Do you think my advice was right?

Yours ever, T.

MY DEAR W.

T. has told you of his application of the surprise method to a recalcitrant. The unusual and the ludicrous are both difficult situations to endure. A boy hates to be laughed at even more than he dislikes being beaten.

I recollect—which is a usual formula of the raconteur of school legends—one occasion shortly after I became a Head Master when a queer case of mutiny was reported. The school was giving a dramatic performance in a neighbouring hall, and we were transferring some home-made scenery from the school workshop to the stage of the hall. We hired a handcart, and in the middle of the proceedings it was reported to me by the master in charge that one of the boys had refused point-blank to pull the handcart. I sent for the boy, who, in explanation, said surlily that his father would not wish him to pull a handcart through the streets. I asked if he himself really thought that pulling a handcart was undignified or unworthy. He had no reply. It then occurred to me that the best way of dealing with the matter was to make the boy's attitude, which was no doubt troublesome and priggish, appear ridiculous. So I went out into the street in cap and gown, took the boy with me, and said to him, "I'll pull the handcart and you'll walk by my side." We made stately progress. But before we got to the hall we received so much public attention, and he felt so much discomfort, that he turned to me and said that if I didn't mind he would much rather pull the handcart himself. I agreed, and left the job to him, and the incident closed. But the school did not forget the story, nor did he.

But let us return to the case of the boy who copies and declines to own up. Sometimes the wrong boy is charged, and the originator is accused of plagiarism. T. dismisses this. It would, of course, only be a new hand or an unintelligent person who would fail to make such distinction. Sometime, however, a colleague in his zeal says that he will punish both the boys concerned, which may be unjust, for it is not fair to assume that the copying was freely permitted. One has seen very skilful knavery even in important public examinations.

Another method of investigation may be found useful. It is slower, but it is worth while. I have, in such cases, taken the boys apart and made each of them in my study work the exercise again. Then I have compared in their presence the new versions with the old. The result is obvious, and the culprit is nearly always too surprised by the care and apparent scrupulosity shown to still further deny his guilt. He sees that you have given him more than a fair run for

his money and that the game is up. I have known boys who, when they were told of the test to be given, have at once confessed without undergoing it.

No doubt there are boys with great powers of tongue-fence who think they can argue themselves out of difficult positions. The other day a park-keeper accused one of my boys of "*stealing apples*" from a Corporation estate. The boy said, when I examined him in the park-keeper's presence, "I climbed the tree—it was a *pear* tree. I didn't steal the fruit because I couldn't reach it." He, however, owned that he had a younger brother at the foot of the tree all ready with a basket. I asked the park-keeper if any fruit was actually taken, and the park-keeper then said, "No." I asked the boy what he intended to be when he grew up. He said, "A lawyer!" Certainly people are often too hazy in their charges, and this was obviously a case of a badly drawn indictment.

We had to go into the case again with a new charge of trespassing "with intent," to which he pleaded guilty, and for which he was punished. I hope appropriately and convincingly.

The sailors in the "*Ancient Mariner*" had a grim sense of justice when they appropriately and convincingly hung the dead albatross round the neck of him who shot it. Some school punishments seem to have the same idea at the back of them—perhaps this one had.

Yours, B.

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

October, 1849.

THE RECURRENT NOTE.

(From a Letter to the Editor by "A Parent Educator.")

"It is the moral and physical constitution, not the abilities or acquirements of the instructor, that we parents ought and do require to have tested. The author of 'Schools, or Teachers and Taught,' writes thus: 'Many teachers injure themselves by learning too much, thus incapacitating themselves for teaching.' It is a fact that much knowledge is rather detrimental to an elementary teacher. In the Minutes of the Committee on Education* we are informed that there is no teacher so effectual for the young as a gentle, kind-hearted, *uneducated* woman. She has the art of teaching the letters and syllables in greater perfection than the trained teacher. She does it with her heart, and not with her head. She is perhaps but a little in advance of the child herself."

*Now the Board of Education.

ANOTHER VIEW.

(From the Report of a Speech made by the Archbishop of York at Rotherham, Sept., 1849.)

"The training of masters and mistresses for the schools is certainly a matter of very great importance. It is a notorious fact that a bad master or mistress—an ignorant teacher of any kind—is worse than no teacher at all!"

THE AUTHOR OF "SANDFORD AND MERTON."

BY EDITH BIRKHEAD.

About a hundred and forty years have elapsed since the publication of "Sandford and Merton," which came out in three parts between 1783 and 1789. Its name is associated in the memory with such works as "good Mrs. Trimmer's" "History of the Robins," or the cautionary poems of Jane and Ann Taylor, or Mrs. Sherwood's "Fairchild Family."

Thomas Day, the author of "Sandford and Merton," was born in 1748, and was educated at Charterhouse, where he was chiefly remembered for his generosity to the poor and his kindness to animals. These amiable traits always remained a part of his character. He refused to kill a spider on the ground that it was less noxious to most men than a lawyer, and he always gave away a large proportion of his income. He proceeded to Oxford, but left without taking his degree. He studied law at the Middle Temple, and was called to the Bar, but never practised. In a college vacation he formed an intimate friendship with Maria Edgeworth's father, whose memoirs, begun by himself and finished by his daughter, are the main source of our knowledge about Day. Both Edgeworth and Day were enthusiastic disciples of Rousseau. Edgeworth brought up his eldest son according to his theories, and Day declared that if all the books in the world were to be destroyed, the second book he would wish to save after the Bible would be Rousseau's "Emile."

Edgeworth regarded Day as the most virtuous human being he had ever known, but he describes him at his first acquaintance as unprepossessing in appearance, "for he seldom combed his raven locks, though he was fond of washing in the stream." He cannot regard Day's matrimonial hopes and aspirations without a lively amusement. He comments on the fact that although Day professed scorn for womankind, and although he was formed neither by nature or art to please, he yet expected to win "a paragon of wisdom, virtue and learning who would be willing to forsake the vanities and follies of her sex for him, and—

"Should go clad like our maidens in grey
And live in a cottage on love."

Day expressed an unconquerable horror of the empire of fashion over the minds of women. His attitude to matrimony is so engagingly egoistical that he might well be one of the ancestors of Meredith's Sir Willoughby Patterne. As he had not, at the age of twenty, found anyone who fulfilled his ideal of female perfection, Day decided to adopt two orphans about eleven or twelve years old and bring them up according to the principles of Rousseau, intending to make the one who most pleased him his bride. From an orphanage in Shrewsbury he selected a flaxen-haired girl whom he named Sabrina Sidney, and from a foundling hospital in London he chose a brunette, whom he called Lucretia. He first lodged them with a widow in London, but soon decided to take them with him to Avignon. He hoped that their ignorance of the language would prevent their becoming

contaminated by French influences, which, in spite of his admiration for Rousseau, he regarded as extraordinarily dangerous. According to the gossip of Miss Anna Seward, the Swan of Lichfield, in her "Life of Erasmus Darwin," Day found his charges troublesome, but in his own letters from France he expresses himself well satisfied with the result of his experiment. On their return to England, however, he pronounced Lucretia "invincibly stupid," or not disposed to follow his regimen, and he married her later with a dowry of three or four hundred pounds to a small shopkeeper. Sabrina is said to have been more beautiful and attractive. She lived with him near Lichfield until he sent her to boarding-school. According to Miss Seward, she too fell below his standards, and was less stoical and hardy than he wished. She screamed when he fired a pistol, loaded with imaginary bullets, at her petticoats, and started when he dropped melted sealing-wax on her arm to test her fortitude.

Not very long after his return from France, Day began to pay marked attention to Miss Honora Sneyd. Edgeworth, who was already in love with her, chivalrously stood aside for the sake of his friend. At length Day thrust into his hand a bundle of papers with the request that he would deliver it to Honora. It was a proposal of marriage, with conditions attached. The bride was to promise to live a calm, secluded life, away from the gaieties of the world, and was to submit entirely to the judgment of her husband. Honora wrote in return a refusal, in which she set forth a clear, dispassionate view of the rights of woman. The shock of this letter threw Day into a fever, and he took to his bed for several days. Honora soon became the wife of Richard Lovell Edgeworth. Day, on his recovery, proposed to her sister Elizabeth, who turned the tables on Day, stating that before she could even consider his offer he must take pains to acquire some of the graces and accomplishments he scorned. Day departed meekly to France and suffered tortures at the hands of dancing and fencing masters, and Mr. Edgeworth gives a piteous picture of his philosophic friend "pent up in durance vile for hours together, with his feet in the stocks, and a book in his hand and contempt in his heart." But in spite of Day's gallant efforts to transform himself into a fine gentleman, Elizabeth Sneyd refused to marry him. Rebuffed once more, Day's thoughts turned again to Sabrina, but she alienated him by a careless infringement of one of his regulations about dress, and he, at length, after many vicissitudes, decided to marry a Miss Milne, who was recommended to him by a friend as fulfilling several, though not all, of his ideals. Their life together is said to have been unusually happy. His wife, to cure her supposed delicacy, took walks in the snow and became as ascetic as he desired. Later he took a farm in Surrey, and he concerned himself in good works among the labourers. Although he was always interested in politics, Day refused to sit for Parliament. His humanitarian sympathies found expression in a poem called "The Dying Negro." He died in 1789 after being thrown by an unbroken colt, which he was riding in proof of his theory that any animal could be tamed by kindness.

THE PRESENT SYSTEM OF DEGREE TRAINING—A CRITICISM.

For three years I attended one of the largest women's colleges in England while training for an English degree. At the end of the first year I began to doubt the efficiency of the system in practice: the last two years confirmed that doubt. A degree should signify that the owner has reached a higher standard of culture, and possesses a more humane outlook, a truer estimation of values; but, in nine cases out of ten, it is awarded for mere pedantry and a slavish adherence to orthodox opinion.

Strange as it may seem in these so-called "enlightened" days, independence and originality are penalised. The partisanship that caused the seventeenth century floods of acrimonious pamphlets is not yet dead: woe to the daring student who shall write slightly of Pope, or unsympathetically of Donne, knowing his lecturer to be of their disciples. The cry is ever—"Results!" Hence the practice of writing "for" one's professors, and still more "for" the finals examiners, when few can afford to risk failure. We look back with scorn on the debasing servility demanded by the old system of patronage; but in a changed form it is still rife in the twentieth century.

With the exception of those on practical subjects such as Philology, all lectures might be scrapped with impunity, for they are either a dogmatic assertion of the lecturer's own opinions, or a repetition of facts which the student may read for himself. Hence the advice of one of London's most advanced women professors to "cut"—provided the time is spent in reading and forming one's own ideas.

Here the danger is that the student may be swamped in material. So much has been written on every subject that it is fatally easy to discourse fluently on a book one has never read. Who has not disputed authoritatively on the influence—say—of Seneca's Tragedies or Castiglione's "Il Cortegiano," on Elizabethan literature, while knowing nothing at first hand of the contents? Shakespeare is almost lost amid his thousands of commentators, and it is significant that a modern examination paper will ask for discussion, not of a given play, but of the views of Coleridge and Schelling.

The great weakness of the course is its alienation from reality. Students varying in age from eighteen to twenty come straight from school to college, and read of experiences physical, mental, and spiritual, which they have rarely undergone, leading to a certain philosophy of life which must be, of necessity, beyond their comprehension. Instead of cloistering them for four years in a college, and then hurling them into a career where standards acquired from books prove useless, let them rather seek experience in the world and create their own philosophy, returning with maturer minds to study what was foreign to them before.

For them, the ideal system would be that of Lorenzo di Medici and the fifteenth century Italian scholars, who would gather on the grassy slope behind the palace, and there discuss all things with that free interchange of thought and idea whereby "A man learneth of himself, and bringeth his own thought to light, and whetteth his wits as against a stone, which itself cuts not."

THE NEW CHIVALRY.

BY GERTRUDE VAUGHAN.

There is a type of individual (he is of the Peter Bell fraternity I am inclined to think) who is fond of telling us that we mustn't expect to have it both ways. "If you want to be on an equality with men in business and professions," he says in the best heavy uncle style, "and to exercise the rights of your new citizenship, you must make up your mind that you've got to lose some of the sweet old-fashioned courtesies of life. In a word," he adds triumphantly, "chivalry is dead."

I don't believe him, and I promptly asked him last time we met upon that river brim where the yellow primrose blooms and is merely a yellow primrose—to him, what he meant by chivalry, and found, as I fully expected to find, that it had something to do with doors and seats, "doors," he said, "that men used to open for you and seats they used to give up in the trams and omnibuses, and that they don't open or give up now. That's chivalry."

Now quite apart from the fact that a very large number of men do still observe these little courtesies of daily life, it is not material doors and seats that matter (it's no good telling Peter Bell that), but the doors into the professions and occupations of life, and seats on public bodies that are concerned with the health and well-being of the community, and perhaps, for the present at any rate, more especially with the health and well-being of women and children.

Nor is there any cause for complaint that these doors are not being opened or these seats offered. We have only to remember the honoured position of the women doctors, the recent admission of women to the Bar, the welcome extended to eight women members of Parliament, to realise how men are helping women in their desire to be of use to their day or generation (and it is certain that without men's co-operation we could not achieve very great success in these directions). Women, I think, have great reason to be grateful to the many fair-minded men who have helped and are helping them to rise to the positions they want to occupy.

Moreover nothing has struck me so much during the last few years in going about London as the new chivalry on the part of school girls and strong, healthy, happy young women; and I think hardly anyone who goes about much can fail to have observed it. Every day in public vehicles you may see hefty young women and girls springing up to offer their seats to the woman with the baby in her arms, the tired man carrying the child, the old of either sex, the woman obviously older than themselves or laden with heavy parcels. They realise that they are better fitted for strap-hanging than weaker or more weary people, and they do it as a matter of course.

Chivalry is not dead. It has only taken on a new face, and so long as we all realise what are the things that really matter there is no fear that it will die.

UNIVERSITY EDUCATION IN LONDON.

Under this heading will be published a series of articles dealing with the present state and future position of the University of London.

I.—THE RISING GENERATION.

By G. F. TROUP HORNE.

Nowhere in the Empire have graduates a greater share in the government of their University than in London, where the Chancellor and seventeen Senators out of a total of fifty-eight are elected by Convocation. Yet it would be hard to find a University in which the *alumni* appear to take less interest in their *Alma Mater*. Although Convocation numbers over twelve thousand, it is exceptional for as many as five hundred votes to be polled in a contested election, and for the most part the elections in the past have not been contested. The reason for this is not far to seek.

When the University was reconstituted a quarter of a century ago, provision was made for sixteen Senators to be elected by the teachers. The representatives of the nineteenth century graduates bargained successfully for a powerful Convocation party. This party at once proceeded on the assumption that their main duty was the defence of the so-called external students from attacks, many, if not all, of which existed only in the imagination of the defenders.

Not only have the nineteenth century party represented Convocation, but they have had a preponderating share in its organisation. They cannot divest themselves, therefore, of all responsibility for the fact that the meetings of Convocation have been so abnormally uninteresting that it has been the exception for more than one hundred persons to be present. The largest attendance ever recorded was on May 3rd, 1922, the occasion being the election of a chairman. The successful candidate polled less than three per cent. of the constituency. He had only one opponent, and his majority was considerable.

It is not suggested that Convocation was made dull by deliberate design, but it must be obvious to all who have had any experience of that august body that there has never been any serious attempt to attract the average graduate. It would seem that the nineteenth century party regarded the election of the seventeen representatives as the chief function of Convocation and so long as this was accomplished to their satisfaction, they felt no desire to disturb the established order of things.

In 1900, then, the representatives of Convocation dug themselves in on the Senate, and for fifteen years turned its Council Chamber into an arena. The Academic party and their opponents were very evenly divided, and it frequently happened that vital decisions were arrived at by a majority of one. The conflict was not even confined to the Senate Room, but was waged with much bitterness before a Royal Commission, whose endeavour to cut the Gordian knot only succeeded in displeasing everybody.

Then came the war, and brought to the University, as to many other spheres of communal strife, a period of peace, or, at any rate, a suspension of hostilities.

These halcyon days seem to be drawing to a close, and, stirred by false alarms of their own creation, falsified to-day than ever they were, the veterans of last century are rallying once more to a standard which has no significance to any but themselves.

Pace the Gods, no one in the University has the slightest desire to extinguish the Externals. They represent a most honourable tradition, and until the rapidly decreasing need for an External Degree has entirely disappeared it would be culpable to curtail the facilities which at present exist for its satisfaction. It should be remembered, however, that the opportunities now offered to evening students, not only for tuition but for a genuine collegiate life, constitute a serious rival to the glamour of the lonely garret.

The nineteenth century party deserve all credit for obtaining for Convocation (not for the Externals) such ample representation on the Senate, but they have rested long enough on their laurels. Then they were stalwarts—now they are stilted. Our young men and maidens are quite capable of seeing visions, and it is time that they were organised with a view to transmuting these visions into realities.

In order to render this possible the *XXth Century Society of London Graduates* has been formed. Its objects are, primarily :—

1. To encourage graduates, especially the younger graduates—
 - (a) To take an active interest in the government of the University ;
 - (b) To take an effective part in the business of Convocation and in the election of the chairman and the other sixteen Convocation representatives on the Senate.
2. To maintain contact with the University of London Union Society and the Collegiate Unions.
3. To assist in welding the *esprit de corps* of the individual colleges, schools, and institutions into a common University spirit and, in particular, to increase the influence of the University as a factor in the public life of London and of the Empire.

The policy of the society, which is subject to confirmation at the next general meeting, is to promote the free development of the University as a federation of colleges for teaching and research, without prejudice to the maintenance of facilities for external students.

The society will seek to carry out this policy by the following, among other, methods :—

1. By assisting graduates of the University to take their part in the University as provided by the constitution, and, to that end, furnishing information in regard to—
 - (a) the business coming before them in Convocation, and
 - (b) the elections in which they are entitled to take part.
 2. By arranging discussions from time to time on problems of University organisation and policy.
- The society is entirely non-political, and the interpretation to be placed on this statement is that the society takes no part whatever in political contests. Recent events have made it necessary to define an expression which has not hitherto been open to doubt.

The Rising Generation has arisen !

MUSIC.

NOTES ON RECORDS—X.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

MOZART QUARTET IN E FLAT—3RD AND 4TH MOVEMENTS. (COLUMBIA 1044.)

We discussed the Minuet in our February article. It will be noticed that the present example is in faster time than that of the dance proper, a feature which developed with its adoption as a musical form. Another point for our attention is that whereas the music for the old dance always began on the strong (first) beat, this example begins on the weak (last) beat of the bar, as became the custom from Mozart's time.

The Minuet (in E flat) is in two parts with a coda: notice the contrast between the opening sentence and the short detached chords with which the second part begins: notice also the perfect ensemble of these chords; it sounds like one person playing instead of four different people. The Trio (in B flat) opens with a moving part played by the first violin over notes sustained by the other strings. In its second part we have the same passage but in another key and with the moving part beginning on the second violin and finishing on the viola, followed by movement on all the instruments except the 'cello. At this point listen to the passage of two bars played on the viola, and then immediately repeated (an octave higher) by the first violin. The last five bars of the Trio end with a pedal point—*i.e.*, one instrument (the 'cello in this case) holds on a note while the others play harmonies to which the held note need not belong. Here the pedal is in the lowest part and the other notes are all above it, but it is not always so. A repetition of the Minuet completes the movement.

The last movement, *allegro vivace*, resembles a rondo in form. It consists of a lively and sparkling subject in two parts, the second part ending with the opening and closing phrases of the first. A few connecting bars lead to the episode. An episode is strictly a new and important section which occurs only once in the course of the movement. This episode is in complete contrast to the opening subject and there should be no difficulty in recognising it. It is fairly lengthy, but as its parts are well contrasted and varied in character it retains the interest until it quietly and abruptly breaks off before a silence, which awakens our curiosity as to what is to follow, and then we find ourselves back at once with a repetition of the whole of the opening subject. Again we have the few bars connecting passage and we come to a second episode. It is usual for the second episode to contain entirely new matter, but Mozart constructs this one from the material of the first; very often it is simply part of the latter in another key with a varied use of the instruments employed. After two or three hearings careful listening will reveal points of interest in these variations. The record jumps from the middle of the second episode to the middle of the coda, where the first violin holds the key-note (E flat) through four bars and again an octave higher for another four bars, while the 'cello thrums repeated notes and

the other two instruments remind us of the opening subject. The record thus omits the second half of the last episode, the third and last appearance of the main subject, and the beginning of the coda.

The whole quartet will speedily become a favourite. Like all good music it will not tire with repeated hearing, and like so much of the best, the more one listens to it the more one discovers in it. In spite of the cuts (which have been made very judiciously) the records contain enough of the music to give a very good idea of Mozart's work as well as of a delightful composition. The cuts have been referred to and their contents described in order that these notes may form a guide to the complete work. Note the delicacy of Mozart's work: there is nothing rough even in the boisterous and noisy parts, but all is graceful and refined.

Things we have noticed:—Minuet, Minuet time, Pedal Point, Episode, Charm of Good Music, Mozart's Works, Mozart (E.O. Feb., 1924).

GLEANINGS.

Education and Joy (from "Disenchantment." C. E. Montague).

"The right education, if we could find it, would work up the creative faculty of delight into all its branching possibilities of knowledge, wisdom, and nobility. Of all three it is the beginning, condition, or raw material. At present it almost seems to be the aim of the commonplace teacher to take it firmly away from any pupil so blessed as to possess it. How we all know the kind of public schoolmaster whose manner expresses breezy comradeship with the boys in facing jointly the boredom of admittedly beastly but still unavoidable lessons! And the assumption that life out of school is too dull to be faced without the aid of infinitely elaborated games! And the girl schools where it seems to be feared that evil must come in any space of free time in which neither a game nor a dance nor a concert nor a lecture with a lantern intervenes to rescue the girls from the presumed tedium of mere youth and health! Everywhere the assumption that simple things have failed; that anything like hardy mental living and looking about for oneself, to find interests, is destined to end ill; that the only hope is to keep up the full dose of drugs, to be always pulling and pushing, prompting and coaxing and tickling the youthful mind into condescending to be interested. You know the effects: the adolescent whose mind seems to drop when taken out of the school shafts, or at least to look round, utterly at a loss, with a plaintive appeal for a suggestion of something to do, some excitement to come, something to make it worth while to be alive on this dull earth."

ART.

Diverging Tastes.

There is no greater delight than to hear common opinions rarely expressed. Sitting in one of the more French of French restaurants in the Seine gauche district I overheard an Englishwoman of the small shopkeeper variety say: "What Paris hasn't got is a good London County Council!" As a frameable remark I consider this a prize; moreover it is a centre from which radiate various lines of thought; but do not think that I intend to attack the London County Council. (Our Council is only a collection of able and average-minded people trying nobly to serve an ambiguous everybody.) I was, in fact, going to praise their drainage system, the badness of which in Paris probably gave rise to the above charming statement regarding French shortcomings. We may safely surmise that meanness and lavishness are qualities dependent on the tastes of the arbitrator. If we spend against our better judgment we think ourselves lavish, and if we save in like circumstances we feel ourselves mean. Expenditure according to credible necessity is neither. The English, as a nation, regard money spent upon art education or the beautification of our cities as a generous extravagance, but we are perfectly comfortable about the money spent on the drainage system of our capital, which is the best in the world. It is a necessity—therefore the expenditure is not lavish, only large. When a great English expert on drainage was invited to Paris to advise them on their sewerage system, the considered plans he put before them horrified the French engineers. They were too expensive.

Many and complex as may be the secrets of the beauty of Paris, it must be admitted that the Parisians both in intention and ability continue to do everything towards the continuance of that beauty, and among their abilities one cannot but be struck by their sense of unity and proportion. As an example of their superiority in this I should like to mention happily parallel cases that have often occurred to me—namely, the Admiralty Arch, the Mall and Buckingham Palace, against Pont Alessandre, Place des Invalides, and Les Invalides. Against the Admiralty Arch I haven't much to say. Perhaps we can disclaim responsibility for the fact that it debouches on to an asphalt yard and a rabbit hole called the Strand, but on its inward side we cannot escape the guilt of a terrible blunder. Approaching it from the Mall, Buckingham Palace is of a long low English pleasantness not to be despised, especially before the addition of its present front. Into this tolerable scene we chose to introduce the Victoria Memorial. There is only one thing worse than the Memorial, and that is its placing. Now at the end of the Mall, nearest to Buckingham Palace, the very observant will have noticed on each side of the road a stone plinth with a figure on top. That these belong to the same family as the stone pillars flanking the Pont Alessandre is a humorous reflection, but undoubtedly the intention is the same in both cases, the principal difference being that the English ones are dwarfish and apologetic, while the French are commanding and graceful. As for the rest of the comparison it must be seen to be fully appreciated, and I recommend it to travellers—to France.

RUPERT LEE.

STORIES FROM OVID.

PERSEUS AND ANDROMEDA.

(Metamorphoses iv. 670-703.)

The story of Perseus and Andromeda was held by the ingenious Greeks to be an explanation of the origin of the swarthy Persian tribes, as being descended from a white man and a negress. Andromeda, it should be remembered, in spite of the representations of her legend in modern art, was an Ethiopian princess, and therefore black skinned.

By god's decree Andromeda must pay
For her proud mother's boasting: on rough stone
Fastened by chains a captive she must stay—
To a sea monster left as prize alone.
O cruel fate! O unjust punishment
By ruthless Ammon on the daughter sent!

So fair she seemed that Perseus swiftly flying
Thought her a statue carved in marble rare,
Until he saw her in her anguish crying,
While the soft wind disported with her hair.
Then was his heart so thrilled with sudden love
That almost he forgot his wings to move.

Swift he came down; and, standing by the maiden,
He cried, enraptured by the beauteous sight:
"Not with such chains as these should you be laden,
But with those bonds that lovers' hearts unite.
Oh, tell me, pray, your name and your estate,
And why a prisoner by this rock you wait!"

At first she made no answer to her lover;
For she had ne'er been used with men to speak.
And if her hands had not been bound above her
She would have sought to hide her blushing cheek.
Only her eyes were free; and these her fears
Veiled in a mist of swiftly rising tears.

But still he urged her tell him of her sorrow,
And lest he should imagine she concealed
A crime, from shame some courage she did borrow,
And all her mother's pride to him revealed.
And as she spoke her tale was proven true;
For with a roar the monster swam in view.

Loud wept the virgin when from out the wave
She saw that grisly head and shoulders rise;
And now her parents, helpless both to save,
Fill the wide heaven with their woeful cries.
For cries and tears alone were in their power,
Nor could they help their child in that fell hour.

Then spake the stranger: "Time will be enow
For weeping later; 'tis but little space
To aid her that the fates this hour allow.
Perseus am I; and if you seek my race,
My mother was that prisoner pent in vain
Whom the god filled with seed of golden rain.

The snaky Gorgon's death attests my fame,
And I have dared on wings the air to ride,
And by my deeds of valour I might claim
Your daughter, if I asked her, for my bride.
But now, with heaven's favour, I will crown
These with her life, and have her for my own."

F. A. WRIGHT.

SCHOOLCRAFT.

COMPOSITION MADE EASY.

By JOYCE COBB.

The teacher of composition who sets fourteen-year-old pupils such subjects as "Success and Failure," or "Which do you consider the happiest time of life: Childhood, Adolescence, or Womanhood?" will tell you with a resignation beautiful to see "that the average child cannot express her ideas in passable English." Overlooking the fact that a child has not and cannot have ideas worth expressing on subjects such as these, she spends the composition lesson reading to her pupils selected bad sentences for them to condemn and correct. This attention is focussed on errors which are really the symptoms rather than the cause of the disease. The child never hears her essay read in its entirety; she is confirmed in her fatal belief that to be "good at composition" is an impossibility. Misplaced relative pronouns and errors of punctuation are snares into which she can only avoid falling by "luck."

It should be pointed out to her that mistakes even of this kind are symptomatic of muddled thinking. My experience of teaching composition by the method described below is that any normal child can be taught to write easily, clearly and with enjoyment. Our first concern should be to convince the child herself of the truth of this assertion. Success seems to me to depend primarily on three things.

(a) Insistence that the child must use her *eyes and ears*. Unless she *visualizes* clearly what she is trying to describe the reader also will be unable to visualize it clearly. The next stage is *listening*. The children should either read their essays aloud in the solitude of their bedrooms, or (preferably) read them to some long-suffering friend. If "it sounds wrong" it *is* wrong.

(b) The essay should be written at least twice. A girl accustomed to spend one forty-minute homework period on each essay was asked whether on finishing she read what she had written. She frankly answered: "Oh, I never read my essays: I daren't. I should want to re-write them and there isn't time." My girls have special Essay Rough Books in which they write the first drafts of their essays. These are seen by the teacher, who underlines faulty constructions, spelling mistakes, etc., which the child must herself correct in the next draft.

(c) Most important of all, the subjects set must be appropriate. Not only must the child "have something to say"—she must be eager to say it; but whilst she should be able to relate the subject to her own experience, her thoughts should be a little lifted from their ordinary groove, and I therefore avoid subjects like "The School Sports," or "How I spent the Half-term."

Let me illustrate the method. Form IVa had been studying Matthew Arnold's "The Forsaken Mermaid." We tried to visualize "the humming town" there described. Why "humming"? The poet refers to "the holy well." Was it "holy" because some legend was attached to it, and if so, what was the legend?

The children were then invited to describe the town as they imagined it, and, when the rough drafts were given in, my red-ink suggestions were still of the same "common sensible" kind.

"You say the inhabitants of the town were busy at their work. What sort of work would it be? You say in the next sentence that the church bells were ringing for service—what day of the week, and what time of day are you describing?"

Obviously it would be impossible to give each child in a large class such detailed criticism every week. The books must take their turn; but criticism on these lines saves time in the end, for the average child responds to it with enthusiasm and with an immediate increase in self-respect as she discovers that the teacher is trying to see the picture as she sees it. Whilst free to develop the details as she chooses, she experiences the fascination of comparing *her* picture with someone else's. Finally the descriptions were written in "best books" and three or four were then read aloud for the enjoyment and criticism of the class. The more intelligent children are eager to criticise their own work. "That sounds horrid," or "That isn't what I meant," is the usual comment. The teacher must be careful that the criticism does not become ill-natured or scornful, but as a rule children are quick to appreciate one another's efforts. "I never thought of that," one will remark admiringly; or "She makes you picture it," will sometimes break unanimously from a class—and even full marks (which are never given for composition!) couldn't cause sweeter pride. A girl learns more effectively from her contemporaries than from her teacher that criticism isn't necessarily synonymous with fault-finding.

Other subjects which these children enjoyed writing about are "Some things you would miss if you had to spend the Spring abroad," "A Fable to show the Wisdom of Saving Up," "You are organising a country holiday for some elementary school children from the East End of London; write a letter to a friend telling her your plans and asking for her advice or help," "A description of someone you know," and "You are left in charge of a baby: describe the day's routine."

Children are more ashamed of being "bad at composition" than of weakness in geography or arithmetic. Failure in self-expression causes humiliation, and the child must be made to feel that clearness of perception is everything, that failure proceeds invariably from confusion or laziness of thought, whilst success depends on sincerity, self-discipline, imaginative effort. Again and again the child must ask herself: "What exactly do I mean?"—and then "Is that what I have said?" Surely the child of to-day will be a better citizen to-morrow for having learnt to express her thoughts intelligibly and vividly.

VOCABULARY WORK: Ernest J. Kenny. (University of London Press.)

This is a little "school thesaurus" of English. It belongs to a class of school-books that are rightly to be described as "quite worthless" in the wrong hands, and as "useful and valuable" in the right hands. Mr. Kenny is a working schoolmaster, and this is not his first school book of English. He has taken the trouble to fashion a tool which many teachers will be glad to use.

R.J.

ASTRONOMY AS A SCHOOL SUBJECT.

BY H. LOWERY.

The appalling amount of ignorance of the most elementary phenomena of astronomy prevailing at the present day, even amongst educated people, is a matter for regret, as astronomy is probably the oldest of the sciences. The pages of the classical authors, both ancient and modern, are adorned with descriptive passages which have been inspired by astronomical events. The superstitious, all down the ages, have never failed in being impressed by some occurrence in the natural world—a comet has heralded a new era, or a grand meteoric display has been a warning of the destruction of the world by fire. Unfortunately superstition still exists—an eclipse of the moon, for example, being to some an omen of future trouble. Surely then it is high time that the science of astronomy should receive the serious consideration of science teachers.

The history of astronomy up to a certain point is the history of thought, and it is not without significance that when Bruno was burnt at the stake for his belief that the earth is not the fixed centre of the universe, the fire of the Reformation had spread through Western Europe. Again, religion and science have been intimately connected throughout the centuries, "science" being almost synonymous with "astronomy" down to the time of the Middle Ages. The man who thinks at all about religious matters is bound to find sooner or later that if he would understand the attitude of the men who have laid down their lives for their beliefs, he must know something of the science of the times in which these men lived.

In spite of the obvious value of astronomical knowledge and the great strides which have been made in science teaching, we have not really advanced far since Carlyle lamented, "Why did not somebody teach me the constellations and make me at home in the starry heavens?"

Many teachers will object that astronomy already holds a place in the school course, although not specifically named, for its subject matter is closely allied with that of certain parts of geography and physics, and therefore is not neglected. The truth of this statement cannot be denied. Pupils do study astronomical geography and are taught something about telescopes in the physics lessons. The trouble, however, is that, more frequently than not, astronomical geography degenerates into the study of the mathematical properties of the sphere; the study of telescopes gets no further than the laboratory exercise of setting up lenses to form different kinds of telescopes and finding the magnifying powers of the instruments so formed. Excellent and necessary as these exercises are, in no way can such casual reference to astronomical topics be regarded as a satisfactory presentation of astronomy.

It will be observed that such casual treatment of astronomy fails because of its inability to rouse sufficient interest on the part of the pupils, and the teacher must have recourse to new methods of presentation if he is to gain any respect for his subject.

Immediately the problem arises, how can we make room in the already overcrowded time-table for another branch of science? Before attempting a solution, it will be necessary to make clear the aim of the teaching. Let it be premised that the object of the teaching shall

be to stimulate interest in the realm of nature and to enlarge the stock of general knowledge. It will follow that there will be no need to treat astronomy in the same manner as other school subjects. There will certainly be no examination in view. The subject will still form part of the schemes in geography and physics, and only a relatively small amount of time will be devoted to it. The time, however, will be spent in encouraging the pupils to read and observe for themselves.

It will soon fall to the teacher to advise the pupils what books to read. The school course already contains enough text books. What the pupils really need is a book on popular astronomy. The average teacher tends to fight shy of a popular science book, but there are many such helpful books in astronomy which have been written by eminent astronomers, and whilst being comparatively easy to read, will serve to stimulate the pupil's interest. It is not going too far to say that if more of this general scientific reading were encouraged, science teaching would be more successful.

Nowadays, there is a lot of discussion about hobbies and recreations for leisure hours. This is just where astronomy is especially useful. What better recreation could one wish than the contemplation of the wonders of the universe? Let us not forget that it is this same wonderful universe that has inspired many of the noblest thoughts and sayings of all time. Little does the teacher know what he may set on foot if he conscientiously tries to inspire enthusiasm for the study of Nature. A well-known amateur astronomer, who has won a medal of the Royal Astronomical Society for his work, recently remarked that his attention was first directed to astronomy by a few informal talks given by an enthusiastic teacher when he was at school. Here, as in all teaching, all depends upon the teacher. One who is not himself deeply interested in astronomy and its problems can hardly be expected to inspire the interest of his pupils, but what fruitful results await the work of him who shows real zeal for the subject and strives to impart the true spirit of science.

The pupils will learn something of the difficulties which man has overcome and of the problems still awaiting solution. They will be interested enough to desire further information as to how astronomical problems are attacked, thus giving the skilful teacher his chance of making a palatable dish of some of the less interesting parts of the ordinary science courses. The least result of such an introduction of astronomy into the school curriculum will be a great achievement—the man who has passed through a secondary school science course will no longer rely for his astronomical knowledge on the text and editorial notes of his school copy of Milton's "Paradise Lost."

[A very satisfactory "popular astronomy," entitled "Splendour of the Heavens," is now being published in fortnightly parts by Messrs. Hutchinson. The various chapters are written by leading present day astronomers, and the work contains many splendid photographs of astronomical objects as well as of the world's largest observatories and their equipment. The whole will form a work which should find a place in every school science library.]

MANUAL INSTRUCTION FOR GIRLS.

By W. WILLINGHAM, A.C.P.

Some time ago the writer was enabled to carry out experiments in clay modelling and in woodwork for girls working together with boys.

In the clay modelling lessons both boys and girls started level, neither having had any previous experience.

They were chosen from Standards VI and VII. A graduated course of study was arranged and definite instruction given.

It was evident from the results obtained that the girls, speaking generally, were possessed of a high degree of manipulative skill; they exhibited a fine sense of artistic appreciation and only fell short of the boys in working to some degree of comparative accuracy.

The lack of previous training in measurement, either in bulk or detail, was a handicap to the girls in comparison with the boys.

In the woodwork lessons the girls were beginners and the boys second year pupils.

In actual tool manipulation the girls very quickly acquired a marked degree of skill and could reproduce a piece of work, from [the original, with little trouble. They were not at all deficient in initiative or perseverance, but they had much difficulty in using the rule and appeared to be unable to appreciate accuracy when attempting to work from a drawing.

They were not called upon to make their own drawings, but used those done by the boys in previous lessons. The reading of the drawings proved to be the greatest stumbling block to the girls. They seemed quite unable to visualize the concrete from the abstract; they did not possess the formative sense; and this was not surprising, since nothing of exactly the same kind had come within their purview previously.

I am very often asked: "Why don't the girls have manual instruction?"—and although I cannot answer that question satisfactorily, I think I have given some indication why they should have it.

In drawing up a scheme of handicraft for girls it would be necessary to give full consideration to particular and local environment.

If the classes in school are mixed, it might be a convenience to have girls and boys together for the handicraft lesson.

Every effort would have to be made to interfere as little as possible with the existing organisation.

Then, of course, the girls at first would be all beginners, while the boys might have had some previous training. Should they be separated in the handicraft room? A good deal would depend upon the size of the room and its equipment.

In any case, however the girls attended, either together with boys or by themselves, it would be a distinct advantage to have as great a variety of material as circumstances would allow.

Granted the advisability of a variety of materials, it is of the utmost importance that the instruction in each subject should be definite; and I must utter a word of warning here. It is not enough to allow the

children to drift into a workroom, leaving them to do what they like and how they like. As well expect a child placed in a room full of books, with pens, ink and paper, to write a composition before it can either read or write, as expect a child to express itself in material before receiving instruction.

Experience confirms one in the opinion that these children who do really good "self-expression" work are the children who were satisfied, in the early stages, to concentrate on type models.

I am not advocating a rigid adherence to a fixed course of graduated models to be done by every child in the same order, but I do believe in every child at the outset being required to make type models which give practice in tool manipulation, gradually increasing in difficulty and in the number of tools required on one piece of work.

The correct handling of both tools and materials **must** be demonstrated, even to the extreme of carrying out tool drill, if necessary, with the younger children.

Then, of course, the girls might naturally be expected to be a little nervous, at the start, when required to handle the sharp-edged woodworking tools.

The laws governing the correct construction varying with the material must also be explained and illustrated, for this is a matter that no child can be expected to "pick up" unaided, for example—the "building up" in clay modelling being exactly the opposite to "cutting away" in carton and cardboard work.

The extent of the work to be accomplished in one term, or one year, would depend upon the time allowed per session, but in the event of one half-day per week being granted as the period for hand work, I should advocate half the time in clay modelling and half the time in carton and cardboard for the first six months as preparatory exercises in wood.

It is an advantage to begin handicraft for girls with clay modelling, because of the plasticity of the material. I refer to the natural product, potter's clay, and not the artificial substitutes which become hard, unresponsive, and dirty.

The exercises would be chosen to give training in form, mass, and outline, and would be copied direct from the object; modelling in the round by rolling and squeezing between the palms of the hands and finishing with the finger tips; such studies can be found in objects from nature—e.g., modelling leaf forms in relief on a slab, advancing to sprays, flowers, and simple designs.

The carton and cardboard work would provide for practice in measurement and demand some degree of accuracy, would bring into use the muscles of the hand and wrist required to perform the cutting out.

I am convinced, by reason of the success of my experiment, that, given a graduated course, sympathetically introduced, it would not be so very long before the work done by girls would bid fair to compete with that of the boys. The added interest and scope for individuality would give a greater zest and interest than at present exists.

POETRY IN THE SCHOOLS—A PERSONAL VIEW.

BY H. GRAHAM GREENE.

My own first introduction to poetry was, I think, a slim blue volume, called "A Book of Verse for Boys and Girls," edited by a certain J. C. Smith. Mr. Smith was startling even in his introduction. "Young children do not exercise much choice. They are so good as to find some pleasure in anything almost that we give them to do," he declared. I think Mr. Smith must have had dealings only with those children of whom Mrs. Hemans sings so sweetly in his anthology: "Ye of the rose cheek and dew bright eye."

I have always pictured Mr. Smith as a kindly benevolent old gentleman, and his influence was at least harmless. Poetry, according to Mr. Smith, was a gentle saccharine substance, for he included four poems by Mrs. Hemans, six by Longfellow, and large numbers by such strange authors as Dibdin, Watts, Cibber, Doyle and Hoar. And of course there was Thomas Campbell; but Mr. Smith, I am sure, was Victorian, and Lord Tennyson was a great admirer of Campbell.

And yet, dull though Mr. Smith's volume was, it contained one poem by G. W. Thornbury, which I loved then, and have loved ever since. It is a very bad poem, but no matter. It contains for me the delight of a Buchan man-hunt, and I would rather lose Shelley and Keats than Buchan. It is called "The Cavalier's Escape," and it begins as all good stories should, in the middle:—

"Trample! Trample! went the roan;
Trap! Trap! went the grey;
But pad! pad! pad! like a thing that was mad
My chestnut broke away.
It was just five miles from Salisbury town,
And but one hour to day."

The years have brought good anthologies, but—alas!—they have dropped George Thornbury by the way.

The anthology, which made me despair of ever liking poetry, was called ironically "The Poet's Realm," and was edited by Mr. H. B. Browne. Mrs. Hemans here played a smaller part, Longfellow a larger; Campbell found his little nook, and Dibdin was not neglected. All the dullest and worst poems of Wordsworth and Tennyson appeared, but yet Mr. Browne made tentative efforts at revolution. Some living writers were included by the pessimistic Mr. Browne. The best he could discover were Conan Doyle, Owen Seaman, and Alfred Noyes. At least it was clear that bad poetry was still being written; it was left for the English Association in their "Poems of To-day" to show that there was also good.

I remember I waded very carefully through this anthology. I wanted to give poetry a chance, for I was fair-minded. There were things here I liked—Sir Patrick Spens, and a poem by Herrick, and several by Stevenson—but I had not been taught to regard these as great poets. Burns, Tennyson, Wordsworth I read solemnly in this selection. It was many years before I found that Burns wrote "My luvie is like a red, red rose," not merely "John Anderson"; Tennyson "Ulysses" besides "The Voyage"; and Wordsworth

"Intimations of Immortality," not simply "Thoughts of a Briton on the Subjugation of Switzerland."

But I talk now of the past, though that past is but six years old. The most important thing about an anthology is not that it should be representative of the greatest poetry, but that it should excite the reader, not to dream of inspiration but to get a pencil and paper and try to write. It has often been said that Dante killed Italian poetry; Shakespeare has been an equal danger in England. The only way to save literature is to catch a man young and show him that poetry is of the present. Let him see it as a craft, which needs, not a miracle, but only practice and patience. Let him see Shakespeare not as a God, but as a man he can equal, as others, I think, have equalled him, with that same practice and patience, and one thing further—arrogance.

It was in 1922 that Sir Henry Newbolt flung his bomb into the schools with "A Book of Verse Chosen for Students at Home and Abroad," and opened a breach for better anthologies. For Newbolt had seen the prime necessity in teaching. Twenty living poets were there, so we may forgive his inclusion of "A Soldier's Dream." But his challenge to convention was even stronger, for the poet most represented was Walter de la Mare, with ten poems, as compared with Shakespeare's five and Tennyson's two. And this was a portent, for Newbolt himself is a writer much approved by the scholastic world, and more than that a University professor, and last of all a critic. All these three different Newbolts had combined to shout the thrilling, unknown news that there was a writer alive, fashioned of the old immortal pattern.

As in all revolutionary works, there is exaggeration in Sir Henry Newbolt's anthology, as there was exaggeration in the New Testament, but it was followed this year by the Poet Laureate's "Chilswell Book of English Poetry," which claims to be and is representative of English poetry as a whole. It is more sober, less of an outcry, the work of our best theorist; but again we see poetry as dynamic and not static. De la Mare, Yeats, Hardy, Stephens rub shoulders with Shelley and Keats. It is as though the great Victorian tradition, in the person of Bridges, had at last recognised the future.

And now, the revolution effected, comes Mr. Henry Warren with his newly-published "Book of Verse for Boys" (Grant Richards, 2s. 6d.) to sum up the effect on the schools. As he rightly remarks, poetry as appreciated by boys is mainly the poetry of action, but he stretches his definition to include Flecker's beautiful "Samarkand." There is not a poem in this volume I would wish away. It is like a breath of fresh air in a stuffy class room, and even those writers who have become classics are represented by poems I have never seen before in a school anthology. Perhaps there has never been such a speedy revolution in teaching, and I am but one of many who would have found greater joy in poetry now if born but six years later.

BLUE BOOK SUMMARY.

New Building Regulations. Circulars 1325, 1334, 1339.

An interesting essay might be written on the evolution of the school building—"school house," to give its earlier name. To persons with antiquarian tastes the early building regulations are as enlightening as the ancient minutes of the Committee of Council before they were codified. The advances made in many directions since the fifties—they aren't all on the credit side, for many school buildings are masses of ugliness still—can be seen if one looks at the appendices to Paper 158 of 1855, which set out "Copies of all Minutes of Privy Council on Education." Appendix No. 1 contains the requirements about how schools should be built. "The main end to be attained," says the memorandum in Form No. 7, "is the concentration of the attention of the teacher upon his own separate class . . . without obstruction to the headmaster's power of superintending the whole of the classes and their teachers." But though the separate classroom was ideal for the concentration it did not lend itself to superintendence, and therefore the "Common school room" with its classes separated by curtains was considered the best compromise. These were not the days of dual desks, not to think of single ones, and the children were arranged on long seats whose lengths were some multiple of 1 foot 6 inches or 1 foot 10 inches—the shorter allowance for the junior and the longer for the older pupils. And the same memorandum exhibited eight diagrams showing the best type of common classroom suitable for various numbers of children. No. 7, for example, shows a plan 67 feet by 30 feet of a room 12 feet high. An excrescence indicates a classroom containing a gallery. This school was intended for 240 children. A division sum gives about 8 square feet of floor space per child—rather less if you subtract the "lobby."

In the intervening seventy years the "common school room" has been ousted as an architectural and educational objective by the separate classroom. The main influence to account for this change is the creation of the "certificated" assistant teacher. Rooms were consequently designed for him and his pupil-equivalent—the magic sixty. But now after many years his colleague in the secondary schools, with any number of scholars in his classroom less than forty, has proved an altogether too violent a contrast to be ignored. Hence the present trend towards lessening the size of classes in the elementary school and the triumphing of common sense.

Last February Circular 1325 was sent out by the Board of Education—it was summarized here last April—and besides putting fifty as the new objective instead of sixty, it also (par. 9) pointed out that in approving plans for new schools the Board would not accept any classrooms designed for more than fifty pupils on a ten square feet basis (nine for infants); and for children of eleven years old and upwards they would require that at least the majority of the rooms shall not be planned for more than forty places. Then came Circular 1334 of last June, which explained that this meant (what it said) that fifty was the maximum class, and 500 square feet a maximum classroom, but that a classroom for forty was not to be limited to 400 square feet (which certainly was one legitimate interpretation of the preceding Circular).

But Circulars are not binding; it is Regulations that matter, and the Building Regulations of 1914 wanted bringing up to date. The 1907 issue required 12 square feet per scholar in higher elementary schools (15 if single desks were used)—a requirement also laid down in the Code (Art. 38 of Chap. VI). The 1914 issue in Rule 22 lumped these higher elementary and central schools together with other schools "of some similar and special type which is intended for older children only," and merely referred to Art. 38 of the Code. But after the passing of the 1918 Act the whole of Chapter VI of the Code was repealed and withdrawn, and consequently there were no regulations in force to govern these senior or more advanced forms of school.

The Board therefore had to embody their revised meaning of Circular 1325, and so modify their Building Regulations (which are now G.R. No. 35) as to make their requirements binding. Hence Amendment No. 1 of 1924 issued on August 27th last. Now we know that "younger child" means a child in a class of under eight, and older child one in any other. Also the new Section 43 lays it down that "In classrooms intended for classes in which the majority of children are over eleven, not less than 12 square feet of floor space per head must be provided" and "for younger children not less than 10 square feet per head is

required." In place of the "9 square feet" of Section 87 "10 square feet" is substituted. And also: "Except in very small schools no classroom should provide less than 400 square feet of floor space."

These changes (and other minor ones) are all explained in a third Circular No. 1339 of September 2nd, 1924. This is mainly a rehash of No. 1334. Its chief point is that 12 square feet is substituted for the 10 square feet of Circular 1325 (and of the building regulations) for "older children" and 10 square feet for the 9 square feet for infants. The Board now knows its own mind and consequent doubts about it are removed. But even now the "older children" of the Circular are not quite the same as the "older children" of the amended building regulations. Of course the Board is mindful to point out that the new requirements concern only "new schools." They say "In rearrangements of existing buildings the Board will of course be glad when it proves possible to adopt the new basis of 12 square feet for older children, but they will not on that account alone refuse consent to proposals intended to secure the best arrangements that may be practicable for adapting existing buildings to the needs of particular circumstances." In other words, they will apply a *cy près* doctrine to the Regulations.

Maintenance Allowances.

The Board of Education have issued a draft of the Regulations prescribing the conditions and limitations under which the expenditure of Local Education Authorities on maintenance allowances at secondary schools and other institutions for higher education will be recognised for the purpose of grant under the Substantive Grant Regulations for Higher Education. These proposed Regulations include the following:—

The awards must be for the purpose of enabling pupils to enter upon, or to complete, courses of education which are suitable for them.

The pupils must be in need of assistance to enable them to enter upon or to continue in attendance at these courses.

The pupil must receive his education free of charge for tuition fees or for the use of books, stationery, etc., which do not become his property. Assistance given to a pupil to enable him to pay his fees must not be classed as a maintenance allowance, and if a consolidated payment be made in order to cover those fees and a maintenance allowance, only so much of the payment as exceeds the amount required to defray the fees, etc., will be regarded as maintenance.

Expenditure will not be recognised upon maintenance allowances paid (i) to students in training at Training Colleges, or (ii) to pupils or students whom the Board regard as falling within the province of another Government Department.

The expenditure incurred by a Local Education Authority in any financial year upon maintenance allowances made in accordance with the conditions stated above will be recognised for grant by the Board up to an amount not exceeding 9s. per unit of average attendance of the scholars in public elementary schools within the area of the Authority as computed in accordance with the Regulations for such schools for the preceding financial year.

ELEMENTS OF RURAL ECONOMY: by T. N. Carver. (Ginn and Co. 7s. 6d. net.)

This book, intended primarily for American students, should also appeal to students in our own agricultural colleges and farm institutes. By way of introduction the author, who is Professor of Political Economy at Harvard, is content to quote an extract from Stevenson's fine Address to the Chiefs on the opening of the Road of Gratitude, 1894, with its wonderful plea for civilised rural industry. The book deals faithfully with every phase of rural life and policy. English readers will miss any emphasis of the problem of "Back to the land," which can hardly yet have arisen in America, but here will be found profound advice on the equally important subject of the conservation of our rural and agricultural resources, with an insistence that no stable, enduring, and expanding civilization can be supported solely on "extractive industries." The book is complete in eleven convenient chapters, each concluding with exercises and problems for discussion. Of the chapters it is possible that the one entitled "Co-operation among Farmers" will be of the most general interest to English readers.

EDUCATION ABROAD.

AN INDIAN OXFORD.

By S. G. WARTY, M.A.

Dacca has long been famous in the world for its Muslims. But that has been its past glory. In future years, it will be known as a great educational centre, being the seat of a University, the first and foremost of its kind in India. Even within the short course of less than four years' existence, the Dacca University has been able to show a rapid and solid educational progress, at which everybody in India, including Lord Lytton, the Governor of Bengal, could not but express great satisfaction. A live academic atmosphere has already begun to prevail to a degree unusual in India, embodying ideals and culture which, though not necessarily new, were not effectively emphasized in the past.

The Act constituting the University was passed only in 1920, and was the first fruits of the Sadler Commission, which urged the immediate creation of the University. The scheme had in fact started as long ago as 1912, and the main factors in its origination were the desire of the Mussulmans of Eastern Bengal to stimulate the educational progress of their community, and the desire of the Government of India to create a new type of residential and teaching University as opposed to the affiliating type, and also if possible to relieve the congestion in the University of Calcutta. The project was discussed, considered and reconsidered a number of times, until the Sadler Commission was asked to report upon it authoritatively. The Commission after a thorough examination of all the schemes, proposals and suggestions, endorsed the finding of the Committee of 1912, that the University should be a unitary teaching University, but at the same time expressed their strong disapproval of its being a purely Government institution as was proposed in the original scheme, and proposed instead that it should be fully autonomous in all matters pertaining to internal management, including the appointment of teaching staff. With those objects in view, they made detailed recommendations regarding the teaching and residential organisation, as also the constitution of the University as a whole.

These recommendations, more or less enacted in the statute creating the University, have within the brief period mentioned been fruitful in more ways than one. "I was interested to hear," said Lord Lytton, "what the Principal said in his report about the reduced size of classes in the College, and the closer relationship which is thus established between the students and their teachers. This is one of the improvements which was strongly recommended by the Calcutta University Commission, and indeed the thing that strikes me most on visiting Dacca is the evidence I find that you have derived more benefit here up to the present from the labours of that Commission than has the University of Calcutta, which they were primarily concerned to improve. While Calcutta is still waiting for their recommendations to be carried out, Dacca has already realised some of the fruits of their work." Close relationship between the students and the professors, which was the outstanding feature of the ancient Indian educational system, but which has been markedly absent in the case of the examining Universities brought into existence in the sixties of the last century in India, was specially insisted upon and diligently cultivated in the case of Dacca, which with the additional provision of tutorial guidance, made a distinctly new departure in University teaching in the country. A wholesome influence was thus brought to bear upon the students, which could not fail to have its due effect upon their culture and attainments. Similarly the attention to physical training and games, the development of the social side and purpose of education, the hostel system and the infinite opportunities which it affords to live a corporate life, have all contributed their due share in building up the superior product of the Dacca University. It is a matter for real gratification that students themselves are beginning to realise the real value to them of the new methods of intellectual training, of the residential system, and of the unrivalled facilities for athletics and social organisations provided for them.

A most unflinching sign of the growing importance and prestige of the University and its assured solid progress in future, is the amount of original research work of a very creditable kind done by the various Heads of the Departments during the last year, despite the handicap that a large proportion of their time was absorbed in the work of organising the new University. As the

burden of administrative work diminishes, the contribution to the advancement of knowledge by the members of the staff of the various departments is bound to steadily increase. The library now contains no less than 38,000 volumes, and is one of the most representative in the country. Quite a new and hopeful departure from the prevalent University curriculum in India, a departure pregnant with large possibilities from the strictly educational point of view, is the provision at Dacca of facilities for practical training not only to those who take up a specialised course in experimental psychology but to all psychology students. The first consignment of psychological instruments was received from abroad last year, and a beginning has already been made in acquainting the students with their use.

The Dacca University aimed from the very beginning at a very high standard. Not quantity but quality has been its watchword. The usual cry of the "slaughter of the innocents" so frequently and loudly heard in the older University centres of India, has found no echo within its portals. It has persistently maintained a relatively high standard for the examination for the degrees. It has throughout worked on the wise principle that a University which can win a recognition in the world outside for the superiority of its academic qualifications, and of the products of its system of education, will have done a great deal to justify its existence and place its future upon an impregnable basis. Nor have the methods of teaching been considered of less importance. Each student is being trained to think for himself, instead of merely remembering by heart what he is told in lectures or reads in books. And lastly, to a certain extent the University has been designed as a centre of Mohammedan learning where Islamic studies are to be carried by lovers of learning and seekers after truth.

In developing this new type of University, Dacca has had certain advantages which other centres lacked. "The group of noble buildings, libraries and laboratories, the green playing fields with great spaces around them, uncramped by the crowded area of the metropolis, will give to the young students of Bengal enviable opportunities to know the happy yet strenuous life enjoyed by so many University students in the 'island Universities' in the west." Though a small University compared to Calcutta, the possibilities of Dacca are immense. The Sadler Commission hoped that "it will serve as a new home for the study of that Arabic philosophy and science which gave fresh intellectual life to Europe during the Middle Ages; that Sanskrit studies will find a worthy and equal place alongside Islamic studies; and that in this quiet intellectual centre in the great plains and waters of eastern Bengal, and in touch with a historic city, there may spring up a fresh synthesis of eastern and western studies." Dacca is already a model University, and as traditions grow up, may come to be regarded as the Oxford of India.

SELECTED ESSAYS OF MATTHEW ARNOLD: edited by H. G. Rawlinson. (Macmillan and Co. 3s. 6d.)

Mr. Rawlinson, away in his Deccan College at Poona, has produced a welcome little volume edited with sympathetic and loving care. In his admirable introduction he catches the real spirit of Arnold in both his prose and poetry. "There goes our last Greek," someone remarked on hearing of Arnold's sudden death in Liverpool in 1888. How far this is true is revealed in this brief sketch. So, too, the essays themselves are admirably selected, for here we find such gems as "The Study of Poetry"; "Essays on the Poets Wordsworth and Byron"; "Pagan and Mediæval Religious Sentiment"; "Marcus Aurelius" and "The Function of Criticism at the Present Time." Many of these are no mere Victorian products, typical only of a particular age, but are for all time. Though it may be true, in the editor's words, that "Matthew Arnold's audience will always be fit but few," a book such as this, issued in such dignified simplicity of form, cannot fail to increase the circle of those who appreciate the gentle scholarly melancholy of this one-time official inspector of elementary schools. The edition is complete, with a few pages of careful notes, and can be recommended to the earnest student in every walk of life. If such are stimulated, as they invariably will be, to read more of Arnold than this volume contains, the editor's aim will be completed.

COMPETITIONS.**AUGUST RESULTS.****I. Ten Fictitious Examples of "Truth in Advertising."**

The slogan of the Advertising Convention evoked a cynical response from a large number of competitors. Their versions related mainly to the most-advertised products, such as jam, rainproof coats, furs, toffee, and foreign meat.

The best selection was that sent by MISS M. A. SCOT, WYCLANDS, WEST WYCOMBE, BUCKS, to whom the First Prize of ONE GUINEA is awarded.

The Second Prize of HALF A GUINEA goes to MISS F. ISMAY, 71, ASHBURNHAM GROVE, GREENWICH.

II. An Essay on "The Best Day of my Holidays."

This topic brought no response. The silence may be interpreted either as a sad commentary on our 1924 summer or as an indication that our younger readers have been too busy in the enjoyment of their holidays to analyse them.

OCTOBER COMPETITIONS.**I. For competitors of any age.**

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for an essay of 550 words or less on

Pedagogic Panaceas.**II. For competitors under sixteen years of age.**

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for 250 words or less on

Why it is hard to go to Bed and harder still to Get Up.**ACROSTICS.****Solution of No. 8.**

1, Roger; 2, Oustrophedo; 3, Ureebeb; 4, Nandi; 5, Dinadan.

Notes: 1, The Cook in Canterbury Tales. 2, Boustrophedon. 3, Reversed. 4, Negro tribe in Nyanza province Kenya; the snow white bull of Siva. 5, Malory's Morte d'Arthur.

Announcement.—Anyone besides Lemma and Yoko claiming a score of not less than 27 marks (out of a total of 28) should communicate with the Acrostic Editor before the 10th of October.

The Acrostics Competition is now ended.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of November, and the results will be published in our December number.

ASSOCIATION NEWS.**The Teachers Council.**

The first meeting of the Council following the vacation will be held on Friday, 17th October, when the formulation of a code of professional conduct will be resumed. The renewal of certificates of registration is proceeding regularly, but the work is greatly impeded by the failure of registered teachers to inform the Council's officials of changes of address. Out of a recent despatch of 1,600 renewal notices 200 were returned by the Post Office with the inscription "Gone away, no address."

The College of Preceptors: Anniversary Dinner.

In celebration of the seventy-fifth anniversary of the incorporation of the College by Royal Charter a dinner for members of the College and their friends will take place at the Connaught Rooms, Great Queen Street, London, W.C., on Friday, the 17th of October, 1924, at 7 p.m. Sir Philip Magnus, Bart., President of the Council, will take the chair; and the following are expected to be present as guests of the College: Lord Emmott, Lord Gorell, Lord Morris, Sir William Glyn-Jones, Sir Park Goff, Sir Benjamin Gott, Sir J. A. R. Marriott, the Vice-Chancellor of the University of London, the Registrar of the General Medical Council, the Secretary of the Institute of Chemistry, the Secretary of the Conjoint Medical Board, the President of the Royal College of Veterinary Surgeons, Mr. Hugh Rivière, the Rev. Canon J. G. Simpson, Dr. G. F. Still.

Members of the College may obtain tickets for themselves and their friends at the price of 8s. 6d. each, not including wine. It is hoped that every member will endeavour to be present at this important celebration.

It will facilitate the arrangements if members who intend to be present will be so kind as to make early application for tickets to the Secretary of the College.

The London Teachers' Association.

The L.T.A. is an organisation which can reveal on occasion the qualities of a "bonny fechter," justifying the support of its members and compelling the regard of its opponents. Recently it has made public one side of its work which has been too little known beyond its borders, namely, its activity in the fostering of educational technique. A pamphlet, costing sixpence net, has been drawn up by Dr. Robert Jones under the title "Historical Diagrams and Time Charts." In the space of twenty pages, half of them devoted to illustrative material. Dr. Jones gives a workmanlike survey of the possibilities of charts and diagrams, with many valuable practical hints, drawn from his long and successful experience as a teacher. He wisely points out that pupils may be led to prepare their own charts, and suggests that the making of charts may be as infectious as yawning. The pamphlet may be obtained from the London Teachers' Association, 11, Pilgrim Street, E.C.4, for sevenpence post paid, and our readers are advised to send for a copy.

XXth Century Society of London Graduates.

The next general meeting of the XXth Century Society of London Graduates will be held at the University of London Union, Malet Street, W.C.1, on Tuesday, October 7th, at 5-30 p.m. A cordial invitation is extended to all graduates of the University to be present, and the Hon. General Secretary will gladly forward a copy of the agenda to all who apply to him by letter at the Union.

Association for the Reform of Latin Teaching.

The ninth Summer School of the Association for the Reform of Latin Teaching was held at Malvern Girls' College, September 1st to 12th. The usual programme of direct method demonstration, oral work, and reading was carried through. Six lectures on phonetics with special reference to Latin given by Professor Ripman were found very helpful. The three year Latin course suggested by a sub-committee was discussed; the committee and members of the A.R.L.T. appreciated the work done by the sub-committee and realised that the scheme was of much value as a guide and incentive to teachers, but since it was felt that it required more time than was allowed in the ordinary secondary school the scheme was not adopted as a definite recommendation of the Association; copies of it as printed in Latin Teaching are still available on application to the hon. secretary, 45, High Street, Old Headington, Oxford, who will be pleased to answer enquiries about the A.R.L.T. An open meeting will be held at University College, London, next January (Wednesday, 7th, morning), when Dr. Rouse will lecture on the direct method applied to classics. The 1925 Summer School will be held in the North, possibly in Edinburgh.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Women at Cambridge.

Some perturbation of spirit has been caused in Cambridge by the memorandum which has been forwarded to the Vice-Chancellor from the University Commission. In this document there are set forth proposals for the establishment of Faculty Boards, and the Commissioners contemplate that the new Statutes to be framed under the scheme will make women eligible for Professorships, Readerships, Lectureships, and Examinerships. This will make them also eligible for membership of the Boards of Faculties, so bringing women into the management of University affairs, a contingency which it was sought to avoid when women were given titular degrees.

University of London—Parliamentary Election.

The candidates in the forthcoming election of a member of Parliament to represent London University in succession to the late Sir Sydney Russell-Wells are all men of note. Professor Pollard is once again coming forward as a Liberal. Sir John Rose Bradford has been nominated by the University of London Unionist Association, and Dr. E. Graham Little is supported by the Graduates' Association, a non-political body, of which he is President. An effort is being made to suggest that Dr. Little is the "white hope" of the external students, but the other candidates also affirm their desire to see external degrees maintained, and it may be that the sole effect of Dr. Little's candidature will be felt by Sir John Rose Bradford. The controversy which is going forward reveals once more a state of affairs which is wholly incompatible with the spirit of a real University.

Queen's College for Women.

On Saturday, November 1st, the Duchess of York will visit Queen's College, Harley Street, for the purpose of receiving gifts in aid of the College Extension Fund. Her Royal Highness will declare open the "Stalls of Generosity," where gifts in kind will be displayed and sold. There is to be also a Queen's College Recipe Book, containing useful hints for the housewife. These efforts deserve commendation and support, but they illustrate our present paucity of pious benefactors. How many bazaars would Wolsey have needed to promote had he adopted this method of raising funds for his Cardinal's College—now Christ Church?

Schools and Celebrations.

Dr. F. H. Hayward has arranged celebrations to be given during the autumn according to the following programme:—
Visitors will be welcomed.

Central Library, Holloway Road, Islington, at 7-30 p.m. 28th October.—Courtesy (Sir Philip Sidney). 25th November.—Armistice Celebration for the Fallen. 16th December.—Samson Agonistes.

South London Art Gallery, Peckham Road, at 7-45 p.m.—4th November.—The City and Borough. 2nd December.—Florence Nightingale.

Oliver Goldsmith School, Peckham Road, at 6-45 p.m.—9th November.—Joan of Arc. 7th December.—Leonardo da Vinci. "Shornells," Bostall Wood, Plumstead, at 7 p.m.—26th October.—The Book of Job. 30th November.—Leonardo da Vinci. 21st December.—Celebration of the Home.

St. Deiniol's Library.

The Trustees of St. Deiniol's Library, Hawarden, are renewing their offer to men teachers in public elementary and secondary schools in Wales of Student Readerships at the Library. They offer six for the year ending December 31st, 1925.

A Readership entitles the holder to free board and residence for three weeks at the Hostel attached to the Library, and also to third-class return railway fare from his home to Hawarden.

During their period of residence the Student Readers have the free use of the valuable Library, which contains the whole of the private Library of the late Mr. Gladstone, and the more recent additions made by the Trustees since his death; in all, some 50,000 volumes.

Candidates for these Readerships should as soon as possible send a postcard to the Rev. the Warden, St. Deiniol's Library, Hawarden, Chester, and ask for the form of application.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Although the holiday period was short the Executive of the Union had a full business paper awaiting them when they resumed work on 5th and 6th September. During the holiday period the trouble in Lowestoft, to which we referred in our last issue, came to a head. The Education Committee appointed as head teacher of an important school a gentleman who had taken the place of one of the teachers dismissed during the recent dispute. The Committee made the appointment deliberately and notwithstanding the fact that a deputation from the Executive attended before them and explained that such an appointment was a breach of the spirit of the agreement and would undoubtedly lead to further trouble in the town. Further, they persisted, although the Board of Education had informed them such action would not tend to promote peace in the borough. As a consequence, the Board requested that the appointment should not become effective until the Town Council had confirmed it. Accordingly a special meeting of the Council was convened, the appointment was negatived by fifteen votes to eight, and the vacancy is to be re-advertised. The N.U.T. may regard this signal victory as the beginning of better relations between the authority and its teachers. Evidently the Town Council intends to keep its Education Committee controlled in all matters likely to disturb the smooth working of its education service. Members of the Union may congratulate themselves: they have once more demonstrated the value of unionism.

The Burnham Committee.

At the time of writing nothing further has happened than was recorded in our September number. But much will have happened as a result of the meeting of the "Exploring Committees" on the 25th and 26th September. The importance of those meetings has been fully recognised by the teachers and is fully appreciated by the local authorities' representatives. To quote from *Education*, the official organ of the Association of Education Committees, "The measure of success of these Exploring Sub-Committees will be the measure of the vitality remaining in the Burnham Committee. The failure to find agreement will inevitably mean the end of the Burnham Committee." It is therefore quite possible that by the time these notes appear the Burnham Committee will have decided to hold no further meetings. We believe all concerned—and none more than the Minister of Education—will be sorry should such a decision be necessary. An agreement is possible, apparently, if the teachers' representatives will consent to further reductions. We say this because according to the publicly expressed intentions of local authorities, "reductions" are a necessary condition of the continued existence of the Burnham Committee. In effect the authorities' panel say, "It's your money we want. Help us to take it without any vulgar fuss." We shall be surprised if the teachers have agreed to "explore" that path to a salaries settlement. The position of most teachers is this: they know the existing scales come to an end on 31st March, 1925, and are hoping for a new agreement; they want the Executive to negotiate the new agreement but they do not want their case to be given away before it can be stated. The teachers' panel have noted this and if the Burnham Committee has "ceased to function" it will have ceased because the authorities' panel insisted on reducing first and negotiating afterwards.

Jumping in the Dark.

The organ of the National Association of Schoolmasters in its September issue states: "The N.U.T. 'voluntarily' abates 10%." In the body of the article which supports the statement the writer proceeds to attack the National Union for its "inexplicable surrender." The attack is based on second hand information, but, even so, the writer states explicitly "A ten per cent. reduction in the total salaries bill, as shown by the application of the full Burnham scales, *has been agreed to by the Teachers' Panel.*" (Our italics.) We have only one comment to make on this astounding statement. It is untrue.

The N.U.T. and Registration.

The Education Committee of the Executive have spent a considerable time in considering how best to secure co-operation between the Teachers Registration Council and the Board of Education. A series of motions on the matter will shortly be discussed by the Executive.

PERSONAL NOTES.

Tribute to Sir George Lunn.

At Newcastle the citizens recently held a gathering for the purpose of conveying congratulations to Sir George Lunn on the completion of twenty-five years of work in the cause of education. It is pleasant to record that the National Union of Teachers sent a representative in the person of the President, Alderman Conway. On the Burnham Committee Sir George is the spokesman for the Local Authorities, whose case he states and defends with no lack of vigour, but he is regarded by the teachers with the respect due to one who never seeks to gain a point at the cost of equity and fair dealing.

Sir William Mulock.

Sir William Mulock has been elected Chancellor of the University of Toronto for a term of four years. He was appointed to this position by the Senate after the death of Sir Edmund Walker, but confirmation by the graduates of the University was necessary.

Sir William Mulock, who is now eighty years of age, is Chief Justice of the Exchequer Division of the High Court of Ontario. From 1882 until 1905 he was a member of the Canadian House of Commons, and was at one time Postmaster-General. From 1881 to 1910 he was Vice-Chancellor of the University of Toronto.

Mr. W. A. Gauld.

Mr. W. A. Gauld, M.A. (Liverpool), formerly Assistant Lecturer in the University of Manchester and Research Student in the Department of International Politics at University College, Aberystwyth, has been appointed Lecturer in History at the Huddersfield Technical College.

The Rev. E. S. Hunt.

The Rev. Edgar S. Hunt, chaplain of Monkton Combe School, Bath, has been appointed chaplain and assistant master of Eastbourne College.

Mrs. Brooks—A Diamond Jubilee.

Mrs. Brooks, of Blackdown, Wellington, Somerset, celebrated recently her 60th anniversary as a headmistress. Born on May 1, 1848, she married in 1864 Mr. Walling Brooks, the principal of Rock Hill School, Chulmleigh, Devon, and from that date until the death of Mr. Brooks in 1911 they conducted one of the best known private schools in the West of England. After the death of Mr. Brooks the school was sold. In 1914 Mrs. Brooks purchased the present school, Blackdown, Wellington, Somerset.

Sir Cyril Jackson.

We regret to record the death of Sir Cyril Jackson, who was Chairman of the London County Council in 1915 and Chairman of its Education Committee from 1908 to 1910 and also in 1922. Educated at Charterhouse and New College he was called to the Bar in 1893. He had then been connected for some years with Toynbee Hall, being Secretary to the Children's Country Holiday Fund and a member of the London School Board. In 1896 he went to Western Australia as Inspector-General of Schools and Head of the Education Department, remaining there for eight years, when he returned to become a Chief Inspector of the Board of Education, retiring in 1906. His experience of educational work and his unflagging zeal made him a most valuable member of the London Committee, and his loss will be felt in countless fields of social service.

Mr. F. J. Leslie.

On August 30th occurred the death of Mr. Frank J. Leslie, Honorary Secretary of the Association of Education Committees and Joint Secretary of the Burnham Committees, where he acted for the Authorities' Panel. Mr. Leslie was a solicitor by profession and retired from practice five years ago. The period has been filled with incessant and valuable work for education and his labours undoubtedly hastened his death. In May he returned to the Burnham Committees after an illness, and this was made the occasion of a cordial and unanimous tribute from teachers and authorities, for everybody held Mr. Leslie in the highest esteem for his self-denying work.

NEWS ITEMS.

Agricultural Scholarships.

The Ministry of Agriculture and Fisheries and the Board of Agriculture for Scotland invite applications for a limited number of agricultural scholarships, which are open to students who propose to take up posts as agricultural organisers, teachers, or lecturers in agriculture, etc. Candidates should be graduates of a University, but exceptional candidates otherwise qualified, who have not had an opportunity of graduating, will be regarded as eligible.

Scholarships are tenable for a period of two years and are intended to give students an opportunity of broadening their knowledge of agriculture both at home and abroad. The value of the scholarships will vary according to the scholars' means, and to the cost of living prevailing in the country visited, but in no case will the value of a scholarship exceed £200 per annum. In addition, laboratory fees and travelling expenses incurred for the purposes of the scholarship will be defrayed.

Forms of application and all other particulars may be obtained from the Secretary, Ministry of Agriculture and Fisheries, 10, Whitehall Place, London, S.W.1, in the case of English and Welsh students, and from the Secretary, Board of Agriculture for Scotland, York Buildings, Queen Street, Edinburgh, in the case of Scottish students. The latest date for receiving applications is 31st October, 1924.

An Italian Education Exhibition.

It is proposed to hold at Florence next spring under the honorary presidency of Signor Mussolini and the patronage of the Italian Ministries of Public Instruction and National Economy a National Teaching Exhibition, illustrative of the work of educational institutions of all kinds in Italy and the Italian possessions. There will be an international section for the exhibition of educational apparatus and material for use in kindergartens, elementary schools, secondary schools, and technical schools. The Exhibition authorities hope that British firms which manufacture such apparatus and material will send samples of their products to the Exhibition. Communications with regard to the Exhibition should be addressed to the General Committee of the National Teaching Exhibition, Palazzo Mediceo Riccardi, Via Cavour 1, Florence.

Teachers Wanted for Overseas.

Teachers and intending teachers are wanted for overseas; in the first place those holding Oxford or Cambridge or Preliminary Examination are required for training, also a number of uncertificated teachers are wanted to take eighteen weeks' training for certificate. In addition a few fully trained teachers are needed for December 15th and February. Loan bursaries will be granted, free of interest, to suitable candidates, covering travelling expenses and cost of training. Full information may be obtained from the Bureau of Canadian Information, 62-65, Charing Cross, London, S.W.1.

Scholarships for Sons of Army Officers.

A limited number of boys may be nominated by the Army Council for admission to a Competitive Examination to be held at Brighton College on the 2nd and 3rd of June, 1925, for one Gill Memorial Scholarship of the annual value of £50, and several Gill Memorial Exhibitions of the annual value of £45. This Scholarship and the Exhibitions are each tenable for three years, or, on the recommendation of the headmaster, the period may be extended to four years.

Candidates for nomination must be (1) under 14½ on 1st June, 1925; and (2) sons of officers of the Regular Army (serving or retired) or, if such are not available, sons of officers of the Special Reserve or Territorial Army.

Applications (accompanied by birth certificates and certificates of conduct covering the two previous years) should reach the Permanent Under Secretary of State for War, the War Office, London, S.W.1, not later than 1st April, 1925.

Courses in French at Tours.

From the beginning of October to the end of June there will be a course of study in French language and literature, specially arranged for foreigners at the "Institut d'Etudes Françaises de Touraine" at Tours. The course includes grammar, practical work in composition, phonetics, pronunciation, and conferences on French life, literature and art. Particulars may be obtained from M. le Directeur des Cours de l'Institut de Touraine, Lycée Descartes, Tours, France.

LETTERS TO THE EDITOR.

Applications of Dalcroze Eurhythmics.*(A reply to Miss Niemeyer.)*

SIR,—No poorer compliment has ever been paid to Monsieur Dalcroze than the one intended by Miss Niemeyer in the August issue of the *EDUCATION OUTLOOK*: "About the Dalcroze system there is nothing more to be said," she writes, and then she goes on to speak of what the "final creation" of the Dalcroze method must be in education. Are we yet in the position to speak of the "final creation" (as of an accomplished fact) of a method whose founder is daily enlarging his range of vision and adding to his output?

Fifteen years ago a fortnight's course was considered adequate training for a Dalcroze teacher: the method as it stands to-day was inconceivable; but this swift and sturdy growth gives us no reason to suppose that maturity is now fully attained: it suggests rather the possibilities of further research and further achievement. Those who know Monsieur Dalcroze cannot well picture him as the satisfied hero of a fulfilled destiny: they see him more easily as the educational pioneer who, having shown a new principle to the world, will spend himself to the end in the quest of wider scope for the application of that principle in education.

Monsieur Dalcroze very rarely lectures nowadays without clearly stating what this new principle is. As he says in his "Rhythm, Music, and Education": "The aim of Eurhythmics is to enable pupils, at the end of their course, to say not 'I know,' but 'I have experienced,' and so to create in them a desire to express themselves."

He explains to us how this experience may be obtained: "The aim of all exercises in Eurhythmics is to strengthen the power of concentration, to accustom the body to hold itself, as it were, at high pressure in order to execute orders from the brain, to connect the conscious with the sub-conscious, and to augment the sub-conscious faculties with a special culture designed for that purpose. In addition, these exercises tend to create more numerous habitual motions and new reflexes, to obtain the maximum effect by a minimum of effort, and so to purify the spirit, strengthen the will-power, and instil order and clarity in the organism."

Search as I may in Monsieur Dalcroze's writings, and in notes on his lectures, I can find no clearer statement of his aims than this.

It will be seen that there is no word here which is not directly applicable to education in its several branches. There is nothing which suggests that the Eurhythmic principle may not have a vital function to perform through other media as well as music.

There are many supporters of the Dalcroze method who feel that the effect of the system on education in its other manifestations should be indirect—that the training given in the Dalcroze lesson should be sufficient to permeate the child's work in other branches, without direct application to these branches themselves. Such a permeation does take place; and its results encourage the investigation of what effect direct application to some subjects might produce.

At the elementary school of a small village near Geneva, the head master has been attempting to apply Monsieur Dalcroze's principle to the curriculum as a whole. The inclusion of such apparently alien subjects as arithmetic, geography, the mother-tongue, etc., met at first with much scepticism; school inspections, however, revealed such a high average standard in all sections of the school work that scepticism has been changed to wonder. It is noteworthy that the entire school receives lessons in Dalcroze Eurhythmics as a fundamental of the time-table, and that the head master's venture was the result of his observation of the children's response to these lessons.

"Language-Eurhythmics," the application of the principles to speech training and the teaching of the mother-tongue, examples of which were shown by Monsieur Dalcroze's request at his demonstration at Wembley in July last, evolved in the same way.

At a school where Dalcroze Eurhythmics has been a fundamental part of the curriculum for fourteen years, it has been possible to watch the effect of this teaching on the children, and by careful comparison of present results with those of pre-Dalcroze days to judge its educational value with some justice. We have been forced to the conclusion that to obtain its best results the method must be an integral part of the entire work of the school.

On the whole the service thus rendered is what I have called "indirect." The plastic side of the Dalcroze work affords rich opportunity to the teacher of history or geography; number relates obviously to many a Dalcroze exercise. What of "language," the branch which links more closely to music than any other, and whose metrical terms, even, derive mainly from words describing physical movement? Here it seemed possible to do more than use the "indirect" service of Dalcroze Eurhythmics; it seemed possible to construct a series of exercises based, not on the details of the Dalcroze method, but on the principles, using for material "language," not music.

The fact that Dalcroze Eurhythmics is taught in a school does not mean that all other musical tuition is discontinued; its function is not that of reducing the curriculum, but of vitalising it. It is the same with any new application of the Eurhythmic principles. The overburdening of the time-table which might result from this is obviated by the greater swiftness that added life brings to any work. The introduction of "Language Eurhythmics" does not involve neglect of the usual training in the writing of English or of literary appreciation; it only asks that a proportion of the time usually spent in this direction be devoted to exercises aiming at "strengthening the power of concentration . . . connecting the conscious with the sub-conscious, and augmenting the sub-conscious faculties with a special culture designed for that purpose"—in this case, a culture derived from the intimate experience of "language" as gained through the spoken rather than the written word.

Critics of the experiments on the application of Monsieur Dalcroze's principles to other branches of education, as made at the Swiss elementary school and in "Language Eurhythmics," divide into two camps: first those who feel that no further direct application is necessary or desirable, and secondly those who disagree with the form which existing experiments have taken. The foregoing has been addressed to those in the first camp. To those in the second camp I would say that the experiment of which I am entitled to speak—"Language Eurhythmics"—is merely an attempt to follow a road indicated to me, as a teacher specialising in "English," by the careful study of Monsieur Dalcroze's principles. If the harvest is poor, it is due to my lack of skill.

It is useless to write here of the various exercises which have been found useful in this development, or to answer in detail Miss Niemeyer's criticism of the examples demonstrated at Wembley. In fairness to the children who showed the work there it should be said that for them to speak in unison in a large hall where there was no possibility of rehearsal and where the echo is notoriously bad was a heavy handicap.

In fairness to the method it should be explained that no attempt was made to show this as a whole; only those exercises selected by Monsieur Dalcroze as relating intimately to his programme were demonstrated, and even his selection had to be drastically curtailed through lack of time.

MONA SWANN.

Moira House, Eastbourne.

Difficulties of Translation.

SIR,—The writer of the interesting paper in your July number on "Difficulties of Translation" has omitted the first part of the delightful notice affixed by the Little Brothers of the Poor to the doors of Milan Cathedral: "The Little Brothers of the Poor demand small arms (*sic*) from visitors, they harbour every kind of disease, and pay no attention to religion."

Yours, etc., M. C. L.

Eurhythmics and Eurhythmy.

SIR,—It is quite correct to say—in your paragraph entitled "Eurhythmics and 'Eurhythmy'"—that there is no connection between the two systems. It is only in this country that Mr. Dalcroze calls his system "Eurhythmics." Dr. Steiner chose his own term from the Greek, and it was introduced first on the Continent, where the Dalcroze system is known as "Plastique Vivante," and therefore no confusion occurred. It is unfortunate that Mr. Dalcroze did not select a name that would do for all countries alike; but Dr. Steiner can hardly be held responsible for the differing descriptions of Mr. Dalcroze's art.

I am, etc., H. COLLISON.

Anthroposophical Society in Great Britain.

Children in Canadian Cities.

SIR,—Miss Alice Gibson's article in your September issue I read with particular interest. Nevertheless, I apprehend that readers of the article may have made deductions not strictly in accordance with fact, and, possibly, not in conformity with Miss Gibson's intention.

It seems to me that the article gives expression in an emphatic manner to the healthy life and exceedingly enjoyable time of the Canadian city child during winter in contrast with the dull and unhealthy life of the child of the English city during the same season. So far as the summer season is concerned the contrast does not appear to merit the same degree of emphasis.

If Miss Gibson has had the advantage of studying on the spot conditions in Canadian and English cities, one must of course recognise that she should be in a position to speak authoritatively on the matter. To me, however, it appears that the comparison cannot be dismissed with an examination of the subject as superficial as Miss Gibson's article seems to be.

The few large cities of Canada are situated in localities with climates which differ considerably. Two only have a population of more than half a million. I would therefore ask if Miss Gibson's comparison is on the basis of the large Canadian cities on the one hand, and London, Glasgow, Birmingham, Manchester, and Liverpool on the other. If not, will she kindly give the names of the Canadian and English cities which form the basis of the comparison?

And if Miss Gibson will add fuller details with regard to the disadvantages there may be associated with a very cold climate with a temperature frequently below zero, I think it will be of assistance. The mention of unsatisfactory as well as of favourable features is so helpful in the formation of an opinion free from bias.

I am, etc.,

57, Forest Road,
Edmonton, N.9,
16th September, 1924.

A. E. SMITH.

The London University Election.

SIR,—Doctor Graham Little has announced his acceptance of our Association's invitation to him to stand as a non-political candidate in the by-election pending for the University of London. The Association has been led to take this step, a grave one for a non-political body, by conviction that there is a movement on foot to revolutionize the present constitution of the University of London. A Royal Commission reported in 1913 on this subject, under the chairmanship of Lord Haldane, and it is the recommendations of this Commission, which we had thought long safely buried, that it is now proposed to resuscitate and thrust upon our University. That the movement to enforce these proposals is no election figment of our imagination is evidenced by the statements of the President of the Board of Education in the House of Commons on the eve of its adjournment that the Government were proposing to give "statutory form" to the recommendations.

If the Haldane report is adopted, it will mean chiefly two revolutionary changes in the constitution of the University. First, in place of the present Senate, of whom the majority are elected by graduates and teachers of the University, a new Senate would be substituted, of whom a majority would be nominated by the Board of Education and various municipalities.

Secondly, the Commissioners proposed the immediate abolition of external degrees in two Faculties and made proposals which would eventuate in the ultimate abolition of that whole external side of the University which has opened the doorway of higher education to thousands who could not afford the luxury of College training. This was a change which Professor Pollard, the Liberal candidate, said in his evidence that he would "welcome and look forward to"; this is a change which Sir John Rose Bradford, the Conservative candidate, has always advocated as regards his own Faculty.

These being the dangers from which it is essential to guard the University, and these being the attitudes of the two political candidates to these revolutionary suggestions, we have felt compelled to support a candidate, standing aloof from all party entanglements but pledged to oppose all attacks upon the self-government of the University and upon its external students. No one could more ably represent the University than Doctor Little, for none has a more intimate knowledge of the administration of the University. Doctor Little, in fact, is the only one of the three candidates before the electors who has recent internal

knowledge of the University through serving on the Senate as representative of the Medical Graduates of Convocation continuously since 1906.

In 1913, when the Haldane Commission issued their report, the Teachers' Association co-operated enthusiastically with the Graduates' Association in opposing these recommendations. The danger is no less urgent to-day. We confidently appeal to teachers to give us the same support now as they gave in 1913, in the expectation that if they do the Haldane Report will be finally killed.

Yours,

H. B. WORKMAN,
Treasurer, University of London
Graduates' Association.

MATTER AND CHANGE: by W. C. Dampier Whetham, M.A., F.R.S. (Cambridge: At the University Press, 1924. Pp. vi+280. Price 6s.)

"This book has been written at the request of the Cambridge University Press to give a short and simple statement of the methods and results of modern physical and chemical science. It is meant to be both an introduction to deeper study and an account suitable for those whose main intellectual interests lie in other fields of thought—for the upper non-scientific classes of schools and for the general reader."

The chapters deal with: Matter, Dynamics and the Physical Properties of Matter; Heat and Energy; Electricity and Magnetism; Chemical Action and Equilibrium; Organic and Bio-Chemistry; Waves; Radioactivity, Atomic Radiation and Relativity; Astro-Physics.

The author, than whom no one is better qualified, has accomplished his task in a very satisfactory manner, although one feels at times that condensation has been pushed so far that the argument may be difficult for the general reader to follow—it must be pointed out that the general reader must have a knowledge of elementary mathematics.

The chapter on Radioactivity and Relativity, although it only occupies twenty pages, is a masterly one in clearness and lucidity. The book can be heartily recommended. T.S.P.

MASTERS OF SCIENCE AND INVENTION: by Floyd L. Darrow. (London: Chapman and Hall, Ltd. pp. 350. 10s. 6d. net.)

The object of this book is to give the general reader a guide to the historical development of scientific fact and theory. A simple account, in biographical form, is given of the development of scientific achievement from early times to the present day. The lives of pioneers in astronomy, physics, chemistry, biology, textiles, mechanical and electrical engineering, wireless telegraphy, aviation, etc., are dealt with in a popular and interesting manner, the account given being generally satisfactory. Each chapter is an essay in itself, and while the chapters follow in general the chronological sequence of events, they may be read in any order. The human interest is emphasized, and the romance of science and invention is made evident. T.S.P.

CAMBRIDGE READINGS IN THE LITERATURE OF SCIENCE: arranged by W. C. Dampier Whetham, F.R.S., and Margaret Dampier Whetham. (Cambridge: At the University Press, 1924. Pp. x+275. 7s. 6d. net.)

In these days of crowded syllabuses the student often does not become acquainted with the literature of science, since he seldom has the time or opportunity of consulting the original papers, which can only be found in well-equipped libraries. It is therefore with great pleasure that one welcomes the present book, which consists of extracts from readings of men of science to illustrate the development of scientific thought. As threads on which to string their anthology of science the authors have picked out the ideas of mankind on three problems of transcending importance: (1) The structure of the universe—cosmogony; (2) The nature of matter—atomic theories; (3) The development of life—evolution. Along these lines are traced the thoughts of men from the inspired poetry of the Book of Genesis to the latest revelations of the telescope and the laboratory.

The names of the authors are sufficient evidence that the extracts have been well chosen. The book should be in the hands of every student and should be read and re-read.

T.S.P.

LITERARY SECTION.

BOOKS AND THE MAN.

The True Amateur.

I have been reading a little book of some hundred pages, published by George Bell and Son under the title "The First Term." The price is 2s. 6d. net and I hope that many half-crowns will be spent in the purchase of copies. The author's name is not given, but in a foreword the Head Master of Eton assures us that he is well fitted to speak with authority and knowledge on the subjects dealt with in these twelve letters to a schoolboy, supposed to be entering upon his career at a public school. The commendation is amply justified, for every page of the book reveals qualities of real sympathy and a rare understanding of the mind of a schoolboy.

Also there is revealed something of the spirit in which the best type of teacher in a public school interprets his task. In time he may come to value, more than he does at present, the counsels of the psychologist and the precepts as to method in teaching which are based on principles rather than empiricism. He may strive to acquire "style" in teaching as he strives for it in cricket or golf. Meanwhile he does aim, and with a measure of success, to become what Stevenson calls an "artist in life" and to convey some sense of that artistry to his pupils. At his best he is the true amateur, called to his "desperate trade" by a genuine spirit of devotion.

Our author is refreshingly sane on questions which are most often debated in connection with our public schools. He reminds his young friend that the money which is being spent on his schooling is like the ten talents held by the man in the parable. He reminds him, too, that a public school is not perfect and that its pupils may suffer harm from the development of unworthy forms of snobbishness. He puts games into proper perspective and justifies the study of Latin by sound arguments far removed from the usual prattle about mental training.

Best of all, he deals in sane fashion with the moral question, pointing out that really vicious boys are as unusual as really vicious men and that the normal healthy boy can and does find it possible to remain normal and healthy in the atmosphere of a public school. Mothers who have been perturbed in mind by recent exercises in public school fiction will gather great comfort from this book and perhaps begin to understand that fiction is different from the truth and often a much stranger thing, despite the proverb. Our author says:

"There is often a terrible lot of nonsense talked, and written in books, to boys about being careful not to associate with 'bad boys.' And you know how in school stories the hero is made to stand out against the bad boys of his house and show what a fine noble fellow he is. That sort of stuff annoys me, for the fact is that there are very few bad boys about anywhere. There are not many bad—really bad—men, though there are some. But nearly all boys are full of decent, generous instincts, and if they turn out wrong it is only because no one has bothered to keep them right." That is the postulate of our public schools.

SELIM MILES.

REVIEWS.

Education.

EARLY CHILDHOOD EDUCATION: by Lalla H. Pickett, M.A., and Duralde Boreen, B.S. With a preface by William C. Bagley. Pp. viii+220. (London: George G. Harrap and Co., Ltd.)

The writers are respectively the Director of the Training School and the Kindergarten Director of the East Texas State Normal College, and they write of the results they have obtained from their experience in kindergarten teaching. "The authors hope that these experiments may prove of assistance to teachers who are striving to bring primary education into harmony with the needs of little children."

The first chapter is taken up with a discussion of "Underlying Principles," in which the authors state the points of agreement with and difference from Froebel and from Montessori. They believe that Montessori carries the independence of the child too far, and "fails to recognise the modern idea of social service, of the interdependence of social groups." The objection is not a new one, and it has been answered by the Montessorians, but apparently not to the satisfaction of those who differ from them. The authors do not agree that the teacher should be an observer and in the background, but think that she should be the central figure and the director. They differ, too, from Montessori in the use of the didactic apparatus, and in their belief in the necessity for play.

An extremely interesting section of the book is that which is devoted to the adaptation of the "project" method of teaching to the kindergarten. The projects given in detail were such as originated in the course of talks between the teacher and the children, and were suggested by the children themselves. The talk and the suggestion grew out of something actually done voluntarily by one of the children. "One day, when the children were sitting around the table drawing, a little girl made a pumpkin jack-o'-lantern." She held it up and cried, "Look what I made: I made a jack-o'-lantern. We have some jack-o'-lanterns at home." This was the beginning of a "Halloween Party Project," to whose development the whole group contributed.

The book is illustrated with about twenty-five half-tone pictures which mainly show children at work on projects. Some of these make us realise that the authors live in a country whose climate permits outdoor activities on a larger scale than does our own; and in one which takes infant education seriously. These differences may limit the application of the matter of the book by British teachers; but in spite of them, there is no doubt that this account of work actually carried out will be generally enjoyed and appreciated by those who are interested in the kindergarten, or more generally, in the education of young children.

G.H.G.

OUR FEAR COMPLEXES: by Edward H. Williams and Ernest B. Hoag. Pp. 306. (George Allen and Unwin. 7s. 6d. net.)

The wrapper of this book states that the authors have endeavoured to present their ideas on the subject of fear in relation to nervous disorders and character peculiarities in a manner free from prejudice, superstition, religious bias, and scientific dogma, and in a style not too difficult for any intelligent reader. Unfortunately, in avoiding all these they have avoided other things also, and appear to have thrown away the baby with the bath-water. Any intelligent reader will want to know a great deal more than he is told in this book.

When the authors tell us that "Fears, we have learned, are *ghosts*—not realities," they help us very little. They tell us what most of us already know. Indeed, this is precisely our difficulty. If our fear were sometimes real, we feel that it could be dealt with. And they have little more to tell us, in order that we may cure ourselves, than this—Find out what you are afraid of, and talk to yourself seriously about it. Have it out with yourself. Reason with yourself.

This, however, is precisely the whole difficulty. If I happen to fear a cat, or cannot abide a gaping pig, exactly what is gained by assuring myself that there is nothing to be afraid of? One of the indisputable things which psycho-analysis has shown

us is that it is not the cat or the pig—nor the height, nor the thunder—of which one is afraid, but something deeper, something as a rule undiscoverable by ourselves.

It is not easy to see exactly why the book was published as such. In matter and style it suggests a series of articles for, say, a Sunday newspaper. It has nothing to offer a serious reader. It suggests the terrible reflection that perhaps when one has emptied oneself of "prejudice, superstition, religious bias and scientific dogma," there is not, after all, very much left. G.H.G.

PAPERS ON INDIVIDUAL TEACHING APPARATUS AND SCHEMES OF WORK. (The National Union of Women Teachers. London Unit, 39, Gordon Square, W.C.1.)

This little book, of ninety pages, deals with individual work in reading and arithmetic, the making of individual records, the use of various articles and pieces of apparatus, and with organisation for individual work in senior schools. The preface states that the book is the result, or the part result, of two exhibitions which were organised by the National Union of Women Teachers in the Spring of 1922. The aims of these exhibitions were to be of practical help to teachers, to get more useful apparatus on the market, and to publish some kind of memorandum of the exhibits.

The value of the book, in particular to those teachers who live away from large centres, should be very great. Such teachers are seldom so situated that they can experiment a great deal. They have a great deal of difficulty in knowing with certainty whether a scheme of which they read in a paper devoted to educational subjects has been merely devised in an office, or has been found effective in school working; and they find, occasionally, that they have wasted time and trouble in attempting to work with what has after all proved merely a "stunt" and not an educational method.

The book is written by teachers for teachers. What it says in effect is this: "Here are methods of teaching which have proved of value in practice. Here are certain simple pieces of apparatus which can be made or obtained. Here are certain schemes of work and method of making records. You may choose from them according to your needs. If they do not work with you, then the fault lies with you or with your choice of the methods for your own class." In other words, there is no attempt to say to the teacher: "Here is all your work for the coming year, prepared for you week by week, cooked and pre-digested." It is, as I have said, written for teachers, and not for lazy and inefficient people who happen to be employed in schools.

There are two criticisms, both minor ones. Why do those people who use script letters fail to realise that the purpose of script is not merely to produce letters of a certain form, but to construct those forms in a definite way: that there is a technique of script, worth acquiring for its own sake as well as for the accuracy and ease with which it permits the forms to be produced. This is the first criticism. The second is that a book designed for reference and for use in the schools should have been strongly bound and cased in something more durable than a paper cover. G.H.G.

THE SOUL OF YOUR CHILD: by Heinrich Lhotzky, translated by Anna Barwell. (London: George Allen and Unwin. Pp. 175. 3s. 6d. net.)

We are told on the wrapper of this book that over a quarter of a million copies of the original edition have been sold; probably with the intention of letting us know, before we buy the book, exactly how good it must be.

We see no reason why sales should stay at a modest quarter of a million, for the book has many qualities of a best seller. Consider the opening paragraph of the first chapter:

"A 'child.' A sacred name indeed, and one not lightly to be tossed aside, the name of the sweetest—even if the most responsible—gift that this life has to offer. Who are you, my reader, that you dare to name a child as yours and yours alone? Are you fitted to bear this burden, or do you over-estimate your powers? Do you realise the work to which you are called? Do you know the path you yourself are seeking to follow?"

It strikes us very much as the manner in which Mr. Chadband might have presented the subject. Not that we mean to imply that the author is not writing sincerely, or that there is nothing of worth in the book. There is a good deal that is of value, but so presented that the total effect on a reader is that of oases of worthwhileness in a vast desert of sentimentality, often bordering upon vapidness. That these very qualities will appeal to a large number of readers there is no doubt whatsoever: many thousands of people admired "The Mighty Atom." G.H.G.

DIAGNOSTIC TESTING AND REMEDIAL TEACHING: by Emanuel Marion Paulu, with Introduction by Lotus D. Coffmann, President of the University of Minnesota. (D. C. Heath and Co. Pp. xiii+371. 7s. 6d. net.)

Examinations and marking are the bane of the life of the schoolmaster, not merely because they give him a great deal of work that is not far removed from sheer drudgery, but rather because he suspects that the whole of the labour involved is useless. Some of his examinations are merely rehearsals of public examinations, some are carried on because they are the established thing at the end of the term, and yet others, because, since report books exist, statistics must be obtained wherewith to fill them. If we discuss examinations from a theoretical standpoint, we can justify them, but very little can be said in favour of them as they are here and now.

Dr. Ballard has lately said in "The New Examiner" a great many things which many teachers have thought for a long time. His remedy is in the main to substitute a different examination altogether, one which is a test of certain definite things, and one which is proof against eccentricities of marking. The authors of this book take a different view of the problem. They devote a first chapter to the proof by actual experiment of many of the things which we have all felt for a long time to be true. They have submitted pupils' papers to teachers in training and teachers in schools, with the request that a percentage mark should be assigned. Here is one of the estimates of the grading of a sample of penmanship:—

Mark assigned	50	55	60	65	70	75	80	85	90	95	100
No. of teachers assigning mark	3	0	0	0	12	0	28	22	27	27	0

The experiments recorded cover a wide range of subjects, and completely justify the two main conclusions: (1) Marks assigned to the same paper by various teachers vary enormously; (2) The variability or unreliability of marks is as great in one subject as in another.

It has been pointed out often enough that the marks which figure in a pupil's report mean nothing whatsoever to anyone but the teacher who has assigned the mark. History, 70; botany, 40. What do these figures mean?

An examination as the author sees it ought to fulfil not one but many functions. It should grade pupils, so that the individual child knows just where he stands in his class. It should show the teacher exactly which parts of his teaching have been efficient and which weak. It should indicate to the teacher precisely what needs to be done to render his teaching efficient, and exactly what are the individual measures to be applied to certain pupils.

This is why the book is devoted to the problem of diagnosing classroom work, rather than to that of merely testing. In treating of measurements and estimates, some mathematical theory is necessary, and the authors have shown considerable skill in presenting the requisite minimum in a way that will not present difficulties to teachers whose knowledge of mathematics does not go beyond elementary arithmetic. Having cleared the ground in this way, they then proceed to speak of the experimental work already done in devising standardized diagnostic tests of spelling, writing, reading, arithmetic, geography, and algebra. They are careful to point out that much of the work they describe is to be regarded as tentative. A good deal of attention is paid to mental grading, and of the way in which mental gradings compare with gradings obtained with the use of the standardised diagnostic tests.

The authors point out that in such tests we have, or at least are making an attempt to possess, tests whose results are of real use in class. The examination in a great number of English schools and colleges is still the terminal, which comes at the end of a term. On its results pupils are promoted to a higher form, or are condemned to repeat a term's—or a session's—work in a manner which has already proved itself of little use in their own case. The use made of the test itself is usually merely that it is worked through in class. Mr. Perrin was insane when he hurled the French papers about the room and destroyed them, though the act itself was not an insane but merely an unconventional one. An excellent teacher, of whose seriousness and sanity there was no doubt, once said to me, as he looked up from a great stack of papers, all of which had to be marked in a day or two, so that marks might be entered in the reports—"If I were to burn or lose all these and assign a mark out of my own head, it would be more reliable." On the other hand, a teacher has

(Continued on page 408.)



TEACHERS REGISTRATION COUNCIL

REPRESENTATIVE OF THE TEACHING PROFESSION.
CONSTITUTED BY ORDER IN COUNCIL, 29th FEBRUARY, 1912.

Landmarks in the History of Registration.

- 1846. College of Preceptors founded with the express purpose of "raising the character of the Teaching Profession." (One of the means by which this object was to be attained was to be the institution of a Register of Teachers.)
- 1869. Mr. Forster introduced Bill in Parliament "to provide for the Registry of Teachers."
- 1879. Sir Lyon Playfair's Bill for Registration of Teachers.
- 1881. Sir John Lubbock introduced third Bill for the Registration of Teachers.
- 1890. Mr. A. H. Dyke Acland again proposed Parliamentary measures for establishing a Register. (This marked the real beginning of the legislation and discussion that resulted in the setting up of the present Teachers Council.)
- 1896. Sir John Gorst's Bill to establish a Teachers Registration Council.
- 1900. Consultative Committee appointed to frame Conditions of Registration.
- 1902. Two-column Register, which failed because it attempted to distinguish between the various classes of teachers.
- 1907. Authority for new Council, representative of the Teaching Profession, to form and keep a single column Register.
- 1912. Present Teachers Council, composed wholly of teachers, constituted by Order in Council. The 44 members to be elected by 53 Appointing Bodies representing every type of teaching work.
- 1914. Conditions of Registration issued and Official Register inaugurated.

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All teachers who seek to improve the status of their profession should co-operate with their colleagues on the Council by becoming Registered without delay (if they have not already done this), and by doing all that they can to encourage young teachers to qualify for Registration. It cannot be urged too strongly that the future of the Teaching profession rests mainly with teachers themselves. A united effort now will establish the work on a sound basis for the future, and will bring teaching definitely into line with the other learned professions.

Particulars may be obtained from :—

*The Secretary,
Teachers Registration Council,
47, Bedford Square,
London, W.C.1.*

assured me seriously that there was a real difference between a paper which he marked 62 and another which he marked 63, and that this real difference was exactly represented by the one mark: When I meet him again I shall recommend him to read this book.

In the past twenty years the methods of teaching subjects have improved immensely. It is at least a hopeful sign that attention is at last being devoted to the improvement of examinations. To create an intelligent examination system! It is a tremendous and revolutionary undertaking. The author does not achieve this end, it is true: he does not claim to have done so. But he does indicate clearly means to this end.

G.H.G.

English.

GENERAL PHONETICS FOR MISSIONARIES AND STUDENTS OF LANGUAGES: by G. Noel Armfield. (Heffer. 5s. net.)

This useful little book now appears in its third edition. The author, in his latest preface, acknowledges the willing help received from Dr. W. S. Carruthers and from Professor D. E. Jones, help indeed which is apparent in the book itself and adds considerably to its value. The book contains new and useful appendices, including a good list of exercises for the student. As an introduction to a science which has to some extent fallen into disrepute, but which nevertheless is of immense value to students of spoken languages, we recommend this book. It is as good as any of its kind, and certainly better than many.

A SHORT GUIDE TO THE READING OF ENGLISH LITERATURE: by Guy Boas. (George Harrap. 1s.)

The compiler of this valuable little pamphlet is rightly guided by the axiom that the only real knowledge of English literature is a first-hand knowledge of the actual texts. Books about books, summaries, and second-hand criticism give a pseudo-knowledge which is hollow and pretentious if the acquaintance does not extend to a full knowledge of the books themselves. Accordingly Mr. Boas here sets forth in parallel columns a scheme of reading both of text and of real criticism. The ordinary "standard" course from Chaucer to Ruskin and Carlyle is fully dealt with, but unfortunately space does not permit of more than one page being devoted to contemporary writers. This, we think, is a serious omission, and we suggest that the compiler would do well to attempt boldly this more difficult task and to issue on similar lines a fairly full guide to contemporary writers.

EXERCISES IN ENGLISH: by Guy N. Pocock. (Dent. 1s. 6d.)

Mr. Pocock's little book has a freshness not commonly found. In originality and attractiveness these exercises are poles apart from the conventional class books which flood our schools, particularly our elementary schools. The titles of the sections are exhilarating, though even they do not entirely disclose the wealth of suggestion contained in each. In some 120 pages the writer covers all the ordinary field of school composition and incidentally a good deal more. The book deserves a place in every school in the country. Mr. Pocock must be a born teacher of an unusual type.

History.

SPECIAL PERIODS IN HISTORY: British History, 1874-1914: by D. C. Somervell, M.A. (Editor of the series); **European History, 1789-1815:** by J. A. Higgs-Walker, M.A. (Bell and Sons. 2s. each.)

Some months ago we welcomed the first issued of these handy little volumes (they will slip easily into almost any pocket). Of the two volumes before us, one is, by the effect of its dates, an account of the French Revolution and Europe, as for the years 1879 to 1815 it should be. The opening chapter on the causes of the Revolution is such as might indeed "arouse the disinterested curiosity of the average boy and girl," as the Editor's Preface puts it (but why disinterested?). The story that follows is rousing enough, even though the writer soberly attends to Codes and such plain levels of its course. His note of admiration for Fyffe's "Modern Europe," however, awakens no answering thrill in at least one reviewer's memory.

Mr. Somervell's continuation of the narrative of British History is as bright as the earlier volume. He recalls other boyhood memories as he recalls his own—the old penny-farthing bicycle, and its defence in *The Boy's Own Paper* of the early nineties; "We don't want to fight" and the Macdermott

jingo; President Kruger's "moral and intellectual damages"; the "Chinese slavery" posters of 1906, and Mr. Kipling's "flannelled slaves."

Mr. Somervell promises us a volume on British History since 1914. We hope it will be as frank—it is sure to be as readable—as these two volumes of his.

R.J.

TUDOR ECONOMIC DOCUMENTS: Edited by R. H. Tawney, B.A., and Eileen Power, M.A., D.Litt. Vol. I, Agriculture and Industry. (Longmans. 15s.)

Students of Economic History who have "Bland, Brown and Tawney" upon their shelves, will be glad to place this "Tawney and Power" beside it. The present compilation, however (No IV of the University of London Historical Series), is a book for fairly advanced students. The selections are given in the original phraseology. We begin with "Curia Domine Elizabethae Regine Anglie tenta Dibidem die Lune XI^o Nouembrio . . ." But in a few pages we get to English of sorts.

The very general reader will not spend many hours with such a volume, nor will he be able to appreciate the enthusiasm with which many students will welcome it. For we have very few such compilations in so convenient a form. And since we have put the general reader aside, in relation to this book, we may tell the serious student the essential facts about it that he most wants to know. There are 131 extracts, given in full text, and arranged generally, but not quite rigidly, in seven sections: I Agriculture and Rural Society, II Towns and Crafts, III The Corn Trade and the Food Supply, IV The Textile Industries, V Mining and Metallurgy, VI Alien Immigrants, VII The Statute of Artificers.

R.J.

THE GREATEST STORY IN THE WORLD. PART II. The Further Story of the Old World up to the Discovery of the New: by Horace G. Hutchinson. (Murray. 3s. 6d.)

This is a continuation of Mr. Hutchinson's earlier volume, issued under the same general title. It is a part of a scheme of world-history intended chiefly for young readers, and, in this volume, a History of Europe and of Britain from the fall of the Roman Empire to the Renaissance. It is well-trodden ground, and Mr. Hutchinson has found it more difficult to traverse than he found the wider range of space and time of the earlier volume. The difficulty lies largely in the subject. There is a mass of known detail, complex and interwoven. It can only be described, within moderate limits, in general terms; but it is detail, not general terms, that appeals to young readers. The dilemma confronts, and usually confounds, most writers of history books for young people. Mr. Hutchinson has not dealt with it altogether successfully: but then, neither has anyone else.

There is a continuous thread and story, but it is somewhat too much a story from above. The wars, the potentates, the invasions and conquests, stand out so clearly that the figures of the peoples, their lives, are somewhat obscured. They are not indeed forgotten, for in fact they are described. Two chapters are entitled "How the People Lived." But a book leaves a general impression; and the general impression of this volume is weak in relation to the lives, the strivings, the developments of the peoples who filled Europe for this thousand years. Yet a general impression is an individual and personal state of mind. Other readers may—and probably will—come away with a different impression. Mr. Hutchinson has a difficult task; he is giving us, from the wilderness of historical material, a clear and continuous story.

R.J.

OUTLINES OF BRITISH HISTORY. Part II. 1603 to the Present Time: by F. W. Tickner, D.Litt., B.Sc. (Econ.). (University of London Press. 3s. 6d.)

The First Part of Dr. Tickner's History has already been noticed in these columns. This second volume, which completes the tale of British History, is carried through in the manner of the first part. There is a plentiful supply of pictures, maps, plans, chronological and genealogical tables, a full index, and the book is clearly printed on paper that is not (quite) too shiny. The "Exercises" at the ends of the chapters mark the volume definitely as a school book, and their form permits of a greater variety than the usual lists of questions. They contain directions for reading in historical fiction, hints towards school-boy "research," map and model exercises, and so forth. One demurs here and there, of course. Is it really worth while to hunt out the names of the Seven Bishops? To which, of course, some teachers will answer with as vigorous a "Certainly!" as others with "Archibald! Certainly not!"

The book ends, as such a book should do, with an account of the League of Nations.

R.J.

(Continued on page 410.)

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ENGLISH HISTORY: by M. E. Carter. (W. B. Clive. 3s. 6d.)

This little book now appears in its second edition with two chapters added by Mr. H. C. Shearman. It is intended to occupy a place midway between the child's primer and the student's text-book. While no fault can be found with its excellent and condensed accuracy it is to be feared that history in the form of such concise outline will hardly appeal to the average pupil. Dates, facts, genealogical tables and such like are of course necessary, but without the added aids of attractive illustrations and extracts from contemporary sources the subject can hardly live. It remains a school subject and not a reality.

Mathematics.

ELEMENTARY MATHEMATICAL PROBLEM PAPERS: by Rev. E. M. Radford. (Cambridge Press. 4s.)

This is a useful collection of problems suitable for the upper forms of secondary schools and for students in training colleges. While many of the questions are original, their form is mainly prescribed by the requirements of the ordinary school examinations. As such they will form a convenient set of additional tests for students and teachers.

Economics.

A SHORT HISTORY OF ENGLISH AGRICULTURE AND RURAL LIFE: by C. J. Hall. (A. and C. Black. 3s. 6d.)

This book, while containing little that is new, contrives to set forth the common facts in a way which is at once interesting and stimulating. Outstanding men and methods in the history of our agriculture are graphically portrayed, and the book is well illustrated. A useful bibliography is appended, with questions and exercises which make the production a convenient class book for use in Rural Central and Secondary Schools and in Farm Institutes.

THE OUTLINE OF BRITISH TRADE: by David W. Caddick. (George Harrap.)

This is distinctly no more than its title implies. It is indeed an outline, and, we fear, one of so sketchy a nature that its sub-title of "A text-book for business men and students of commerce and economics" will represent an unfulfilled hope of its writer. To attempt to deal with British trade in some one hundred and fifty far from closely printed pages is to attempt the impossible. The only effect is a bare recital of some of the facts, with a few bald generalizations. Even highly controversial points are dismissed in a cursory dogmatic fashion, as on page 116, where the writer states that "Birth control is a plea for individual comfort at the cost of racial suicide. Its adoption would be an admission that we do not deserve the Empire we have inherited." On the whole the book contributes little to our knowledge or to our outlook. Even the facts are sometimes badly selected and of doubtful accuracy. Thus, while the history of railways and bicycles receives fairly full treatment, motor cars and motor transport receive but cursory mention, and certainly a man from Liverpool would dispute the claim that the City and South London Railway was the first electric railway in this country.

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PHENOMENA OF NATURE. THE VACUUM: by J. A. Cochrane. (G. Bell and Sons. 1s. 6d.)

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Dr. Garnett's little book now appears in its third edition, considerably revised and no longer issued under the *nom de plume* of "Mary Adams." In its present form it is suitable for upper forms in secondary schools and for students in training colleges. The matter is well set out, well illustrated, in language which is lucid if not inspiring. But possibly the whole subject is somewhat too technical ever to be of general interest.

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Correction.

In the review of "A Companion in Essay Writing," written by F. H. Cecil Brock and published by **Messrs. Methuen**, the price was given as 4s. net, whereas it is only 3s. non-net.

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3 October.—The failure of the political outline in its appeal to children. Historical generalizations and their interpretation. Effect of the teacher's political opinions on the teaching of the subject. How far can we be impartial?

10 October.—History as experience. The necessity for making it concrete. Clear ideas more important than committing facts to memory. Creating an attitude of mind all important.

17 October.—History a necessary foundation for the appreciation of our present social environment. The advantages and the difficulties involved in this view. What it demands in the teacher.

24 October.—History as a subject of study for pupils 10-14 years of age. Their interests and activities in relation to the considerations in the first three lectures; hence the method. The extent to which devices (a) help, (b) hinder, the development of good method.

31 October.—The presentation of the subject. The teacher's function. The necessary apparatus: books—variety and content, pictures, facsimiles, local evidence and historical illustrations generally; their use. The work of the pupil.

7 November.—Local history, national history, world history—their relation and interaction. The place of each in a history scheme for senior children.

II.—Six Lectures on the Reading, Teaching, and Criticism of English Literature :

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14 November.—The Schism between Literature and Scholarship to-day. The lack of independence and frankness in much scholastic criticism. The faults and dangers of the unscholastic method, especially as exemplified by reviewing. The value of its attitude. The need for its independence in our teaching. Common sense in criticism.

21 November.—Criticism from within. Much scholastic criticism too external. This exemplified by recognized text-books, especially in their criticism of *Samson Agonistes* and *Paradise Lost*.

28 November.—The difference in the critical approach required for Milton and that required for Shakespeare. Illustrated by *King Lear*, *the Tempest*, and *Antony and Cleopatra*.

5 December.—Lectures 2 and 3 continued, and their points brought out by examination of other writers, including living writers.

12 December.—The Shadow of Life on Literature. No man independent of his age, its events and thought. Life and character reflected in the most objective writer's work.

19 December.—Some general considerations. The strain on English to-day, owing (a) to its world-wide diffusion—the difficulties of foreigners in learning it; (b) to the carelessness of English people in writing and speaking. Faults in the national mind which affect the language. The use of prepositions. Adverbs, their use and abuse. The importance of philology in the appreciation of literature.

III.—Six Lectures on The Use of the Blackboard :

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SYLLABUS.

4 October.—INTRODUCTORY.—Value, uses, application, and limitations of, blackboard drawings and illustrations. Self training for teachers—necessity, and method. General illustrations. Use of instruments on the blackboard. Graphic illustrations—statistics, etc.

11 October.—GENERAL SCIENCE TEACHING IN SCHOOLS.—Scope, selection and nature of blackboard illustrations. Physics, Physiography, Mechanics, Physiology, Hygiene and Health Teaching, Chemistry, Industrial Science.

18 October.—THE TEACHING OF GEOGRAPHY.—Maps and contour drawing. Landscape, travel, and geographical illustrations. Social life of peoples in other lands (Ethnography). Industrial and Commercial Geography, including shipping and productions.

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8 November.—EXPRESSION LESSONS AND GENERAL ILLUSTRATIONS.—The Human Figure. "Match" men. Draperies and Clothing. Perspective. Natural features (landscape, etc.). Illustration of tales. Humour on the blackboard.

IV.—Three Lectures on Experimental Investigations in Education :

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Cards of admission may be obtained either by post or on personal application in the Secretary's Office.

A list of the courses to be delivered in the second session (January-March, 1925) will be ready for issue in the early part of December, 1924.

Members of the College who have paid not less than £5. 5s. in membership subscriptions will be admitted to all the courses without charge. Such Members will not require cards of admission, but will be asked to sign the attendance book.

A Message to Musicians



THE
INCORPORATED SOCIETY
OF
MUSICIANS

THE following statement is intended to bring before musicians, whether performers or teachers, or both, the imperative need which now exists for united action to foster the growing national interest in music, to advance the welfare of those engaged in the musical profession, and to secure for music its proper place as one of the greatest factors in the development of a healthy social life. A united effort by all competent musicians is needed, and this effort can be made effectually if they will join the Incorporated Society of Musicians.

The Incorporated Society of Musicians was founded in 1882, for the purpose of providing a comprehensive organization which should represent every branch of the musical profession. The first broad divisions of this profession are those of performers and of teachers, but these merge into each other at many points, for it is one of the most healthy characteristics of the musical profession that eminence as a teacher of music is often accompanied or preceded by a distinguished career as a performer or composer. The essential unity of all forms of musical activity is thus made manifest, and all who are engaged in the composition, interpretation, or teaching of music are linked together by the bonds of a single interest and the claims of a great art.

The Incorporated Society of Musicians recognises this essential unity, and seeks to foster it by admitting to its roll of members all qualified musicians, whether performers or teachers. At the same time the Society recognises the need for the existence of other associations of musicians, made up of those who show a special interest in some one branch of musical work. It is clearly of benefit to musical progress that there should be centres of intensive interest where sets of cognate problems may be thoroughly explored. It is equally clear that such specialist organizations within the wide field of music should each have a valid justification for its existence, and be wholly free from any feeling of rivalry or hostility towards other bodies. Beyond this it may be urged that associations and individuals engaged in musical work should recognise that they share one great interest, namely, a desire to promote the welfare of their art by enhancing its place in public esteem and by ensuring that those who claim the honourable title of musician or music teacher shall be fitted to bear it worthily.

It is on this common ground that the Incorporated Society of Musicians seeks to work. It does not wish to discourage or impede any organization which already exists. It seeks rather to furnish a means for attaining these objects which are sought by all musicians who value the prestige of their art. Unity and co-operation are essential if these objects are to be attained, and therefore the Society invites all qualified musicians to join its ranks.

The general aims of the Society will be apparent from the foregoing statement, but it is desirable to invite special attention to the work which a comprehensive body such as the Incorporated Society of Musicians can accomplish if it receives the support of musicians.

Hitherto there has been a marked failure on the part of the public to distinguish between the qualified teachers and those who are not qualified. Music and musicians have suffered disparagement and financial loss through the fact that anybody, however ill-qualified, may offer to teach music. The remedy for this must be provided by musicians themselves, and a united effort must be made to secure for qualified musicians complete freedom from the competition of charlatans. The public may be taught to distinguish between good and bad music and between qualified and unqualified teachers. When the lesson is learned the position of the competent musician, whether performer or teacher, will be assured.

It is the aim of the Incorporated Society of Musicians to instruct the public on this matter and to secure for every qualified musician a proper measure of consideration. At the same time the Society seeks to make music a potent factor in education and in national life, by uniting all musicians in the pursuit of those aims which transcend all sectional differences and are to be attained only by co-operation and good will.

All who wish to become members of the Incorporated Society of Musicians are invited to write to :—
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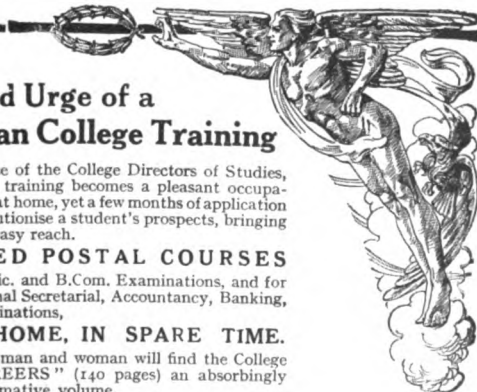
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THE EDUCATION-OUTLOOK

AND EDUCATIONAL TIMES

NOVEMBER, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

Deadlock or Breakdown.

The announcement that the Burnham Committee on salaries in elementary schools has adjourned and that no future meeting is arranged will cause no surprise to those who have followed its proceedings. Even the meagre reports which have been published officially have shown that the two panels were at stalemate. The authorities are asking the teachers to concede a ten per cent. reduction on the original Burnham scales in addition to the statutory reduction of five per cent. for super-annuation purposes. The teachers reply that they cannot go beyond the five per cent. reduction already conceded, and in saying this they are justly entitled to remind the authorities that the original scales embodied the terms of a bargain and that this bargain has not been kept, since twenty-four authorities are refusing to honour the agreement made on their behalf by the authorities' panel. When negotiations are treated in this light-hearted manner it is to be expected that suspicion and stiffness will attend them, and it is to the credit of both panels that they have continued their meetings and tried to find a solution which could be submitted to their respective bodies of constituents with some prospect of its being accepted. The present deadlock cannot be permanent. Sooner or later the committee must resume and some lasting settlement must be reached.

The Principle of Settlement.

It is to be regretted that the negotiations concerning salaries have come to be regarded as a struggle for victory rather than a quest for fair dealing and an endeavour to secure the best interests of education. Since the nation has determined that all its younger citizens shall attend school we cannot escape the obligation to provide the accessories which alone will make their attendance worth while. Buildings, equipment, and teachers are all requisite. The recorded fact that between 1907 and 1914 the number of recruits for elementary school teaching fell from 11,000 a year to 4,500 is clear proof that pre-war salaries and conditions were considered to be unattractive. Present salaries are higher, it is true; but so too is the present cost of living, a fact which is hardly mentioned by the scribes of Lord Rothermere when they set out to denounce an "overpaid profession." The test of overpayment is the supply of recruits, and it can hardly be affirmed that the present supply indicates great eagerness among our secondary school pupils to take up teaching work. Should the negotiations on scales of salaries finally break down it may be necessary for the teachers to complete their organisation as a united profession, and to follow the example of other professions by fixing a professional minimum rate of remuneration below which no registered practitioner shall accept work.

Party Programmes.

The general election promises to become a yearly festival, like the University Boat Race or Guy Fawkes Day, according to the point of view. Whether the annual contest is an honest rivalry or a dark conspiracy it never fails to provide a feast of ambiguity. This year we see a unique effort on the part of the three contestants to enlist the support of all who are concerned with education. If one may judge from their manifestoes and declarations all the leaders are convinced that the Geddes policy will not march. In particular they are prepared to support the teachers in their desire to obtain adequate salaries on the basis of a national agreement. In the misty phrases which are used by political leaders they declare themselves to be desirous of extending educational opportunity but are careful to avoid any undertaking to raise the school age all round. One party claims to have worked out a programme of educational advance designed to be carried out in ten years. The main features of this programme are repeated in the manifestoes of the other parties, and it would seem that the time is ripe for removing education from the domain of party strife. It is evident that no responsible politician is prepared to say openly that he desires to limit educational opportunity, although when in office he may discover many pretexts for stifling his zeal.

A Non-Party Plan.

Since the leaders of all our political parties have so large a common measure of agreement in their educational aims it would seem that the time is ripe for an attempt to remove education entirely, or as far as possible, from the region of ordinary political controversy. This attempt might take the form of the institution of a special commission or real Board of Education with a membership to include representatives of all parties in Parliament, of local authorities and of teachers. This tripartite body should be invited to draw up a scheme of education for the whole country, designed to come into full force after a stated number of years. The plan should indicate the successive instalments of the scheme and their probable cost. Whichever party happens to be in power the scheme should go forward as arranged, subject only to some great national emergency compelling the Chancellor of the Exchequer to divert funds to other essential requirements. The officials of the Board and of the local authorities would have the duty of administering the scheme and would be responsible to the Board or to the local Education Committees, these bodies in turn being responsible to Parliament and to local elected bodies. The President of the Board for the time being would supervise the administration under the authority of the Government.

Private Schools in U.S.A.

The National Education Association of the United States has adopted resolutions in support of a Bill now before Congress which is designed to establish a central Department of Education with a Secretary in the President's Cabinet. Mindful of the dangers attending centralised control the Association places in the second paragraph of the resolution these words: "The National Education Association, while recognising the American public school as the great nursery of broad and tolerant citizenship and of a democratic brotherhood, acknowledges also the contributions made to education by private institutions and enterprises, and recognises that citizens have the right to educate their children in either public or private schools, when the educational standards of both are approved by the State educational authorities."

This is a noteworthy utterance coming from a body representing every type of teaching work in the United States and including a great majority of those who are teaching in public institutions. In England it is often supposed that private schools are of no account in U.S.A. The favoured picture is that of the President's son sitting side by side with the labourer's daughter in the classroom of a State school. The truth is that there are many excellent private schools in the country, and it is evident that the teachers as a body have no desire to see them extinguished in favour of uniformity. The wise stipulation is made, however, that private schools should reach an approved educational standard.

United Action.

Some of us regarded it as an error from the beginning to set up three Joint Committees on Salaries. This procedure at once suggested that the work of teaching falls into three separate categories of elementary, secondary, and specialist, with a possible fourth, that of university teachers, who have no joint committee dealing with their affairs. In practice these categories are not to be separated in the arbitrary fashion suggested by their names and by the institution of committees bearing them. The secondary school often includes on its staff teachers who are instructing pupils in the primary stage and others who are instructing pupils in special subjects such as youths outside may be taking in technological institutions. The work of a graduate who is teaching pupils of fifteen in a London Central School is not greatly different from that of a graduate who is teaching pupils of the same age in a London County Secondary School. The attempt to adjust salaries according to these artificial categories is bound to be difficult and in its results it is little likely to be permanent. Worst of all, it does something to encourage among the teachers themselves a spirit of division. Already there are murmurings of strife because the Secondary and Technological Teachers' Panels have appointed exploring committees "to consider the proposal of the authorities regarding a further reduction of ten per cent., whereas the Elementary School Teachers Panel have rejected the proposal. We must remember that each Committee is independent, however much we may regret the arrangement.

The Spirit of Unity.

We are told that in practice the teachers' panels of the three committees have consulted together frequently. It would perhaps have been well if they had agreed from the beginning to work together as members of one profession, seeking to establish the principle of a basic minimum rate for all teachers, with additions in respect of experience, special responsibility, and local circumstances. The Teachers Council with the Official Register of Teachers should be taken as symbols of the essential unity of all forms of teaching work. The entire field is now covered, since the beginner may seek admission to the Council's List of Associate Teachers and may thereafter pass through the stage of provisional registration to full registration. There is no reason why any should be employed in teaching who are not members of the profession or on the way to become members. There is ample reason why all teachers who desire to see the work of teaching rightly regarded by the public should become registered and induce others to follow their example. Especially should all teachers be ready to assert the importance of professional training. Headmasters and others who appoint as teachers young people on the strength of academic or athletic prowess without demanding any proof of teaching ability or professional preparation are merely giving support to the view that teaching is anybody's job—a form of casual labour appropriate to those who cannot become lawyers or doctors or parsons.

AN ELECTION THOUGHT.

"Of all kinds of credulity the most obstinate and wonderful is that of political zealots; of men who being numbered they know not how, or why, in any of the parties that divide a state, resign the use of their own eyes and ears, and resolve to believe nothing that does not favour those whom they profess to follow."

—SAMUEL JOHNSON.

EDUCATION AND CIVILIZATION.

BY HAROLD T. WILKINS.

"You clamour for the luxury or the necessity of an educated democracy, but do you realise its cost and its incidence in the grievous burden of taxation under which we groan?" says the hard-headed man of business, or "the blind, comfortable mole," just as you choose to consider him, and according to whether you are an admirer of Sir Eric Geddes or a disciple of Matthew Arnold. Some time ago, in a London morning paper, a former Postmaster-General and Financial Secretary to the Treasury (the Rt. Hon. Sir W. Joynson-Hicks) laid special emphasis on what he regarded as the enormous increase in the cost of English education since 1914. Here, he said, if anywhere, retrenchment, in the interests of national solvency and trade revival, was imperatively needed. There are, as we know, a very large number of English people of upper and middle class status who share his opinion.

But, let us riposte with a question which badly needs asking, and so far as one knows has not yet been put or answered. Are we, in this country to-day, really spending more upon education than we did before the war?

In 1913-14, the ratio of expenditure on education to the whole national expenditure in England and Wales was 7.3 per cent.; in 1921-22, that ratio had fallen to 4.7 per cent. From another angle, the proportion of educational expenditure by the Board of Education and the local authorities to the gross national income was 3.8 per cent. in 1913-14, and 3.9 per cent. in 1921-22.*

Therefore on a balance, we are justified in saying that, as a nation, we are to-day spending less on education than we did in the hardly halcyon years before the war!

I will simply quote Ramsay Muir's "Politics and Progress" (published 1923), where the writer says:

"We cannot afford to reduce our expenditure on education (£51,000,000)†; this is only £5 a year for every family, and though there is doubtless some waste in this expenditure, the system is as yet so far from perfect that we must look to an increase rather than a decrease."

It does not seem to have occurred to any of our publicists that the slough of commercial and industrial depression in which Great Britain has wallowed since the boom years 1919-20 has not been without its compensations for English education. Modern memories are apt to be short, so that it may be illuminating, if not inspiring, if I recall the amazing Philistinism of the proposals for the alleged reconstruction of that education put forth by the Federation of British Industries and Manufacturers in January, 1918, in opposition to the Fisher Act. Shortly, we were then invited to set up a scheme for a servile state, approved by nearly 2,000 British firms, and providing a very limited amount of higher education for children "who would eventually

be required to fill positions in life for which a higher education is essential, or at least desirable." Beyond that, there was to be compulsory whole-time, or half-time "education" for the vast host of proletarian children who would figuratively hew wood and draw water for the lords of modern industry, and undergo in their off-hours physical training at the hands of demobilized Army instructors.‡ Had the trade boom lasted there was a very real danger that the great industrial magnates would have seized the legislative machine and ruined all hope of an educated English democracy for at least a generation.

"Yes, but even so," the reader may say, "you have not resolved a much graver doubt. Is the education for which we are paying worth the money? Does it multiply the number of men and women accessible to the free play of ideas, the influence of modern culture and civilizing forces—that legion of which it has been estimated there are scarcely 250,000 in Britain to-day? If it does not, of what virtue is it?"

This, one must freely admit, is exceedingly difficult to answer; for it is one of those fundamental notes of interrogation which strike at the roots of our modern world. Read what the Board of Education's Chief Examiners had to say in 1920 on the calibre of the students in Teachers' Training Colleges who sat for the final examination.

"A great and depressing mass of feeble thought and expression remains, although there has been, on the whole, an advance on the four or five years preceding the war . . . In the advanced course, this upward tendency is clearly marked. There is more to suggest individual thought and appreciation, the right things are more commonly liked for the right reasons, and there is less echo of orthodox criticism at second-hand. With this development has also come some increase in the power to use words and phrases and to build sentences and paragraphs. It is reasonable to look for corresponding improvement in the English work of the schools where these students are to teach."

What shall we say of this ghost of an education whose unfortunate victims—themselves destined to inform the minds of even more hapless victims—echo "orthodox criticisms at second-hand?"

Here, also, is H. G. Wells on modern schooling ("The Salvaging of Civilization"):

"We cannot get our modern community educated to anything like its full possibility yet, because we have neither the teachers nor the schools."

Said the Hon. Bertrand Russell, M.A., F.R.S., the late lecturer and fellow of Trinity College, Cambridge, in the course of a public lecture in London, on March 24th, 1922:

"It must not be supposed that the officials in charge of education desire the young to become educated. On the contrary, their problem is to impart information without imparting intelligence. Education should have two objects: first, to give definite knowledge—reading and writing, languages and mathematics, and so on;

* The latest figures available.—*Vide* Commissioners (H. of C.) Reports, Session 2, Vol. 2, 1922, Table 56 (Inland Revenue Report) and Board of Education and Civil Service Estimates, 1913-14 and 1921-22. In 1913-14, the gross national income and joint central and local education expenditure were, respectively, £1,167,184,229 and £44,671,069; in 1921-22, £3,325,000,000 and £127,421,653.

† This, of course, refers only to the Board of Education estimate for 1921-22.

‡ *Vide* Memorandum on Education (F.B.I.), January, 1918.

secondly, to create those mental habits which will enable people to acquire knowledge and form sound judgments for themselves. The first of these we may call information, the second intelligence. The utility of information is admitted practically as well as theoretically; without a literate population a modern State is impossible. But the utility of intelligence is admitted only theoretically, not practically; it is not desired that ordinary people should think for themselves, because it is felt that people who think for themselves are awkward to manage and cause administrative difficulties. Only the guardians, in Plato's language, are to think, the rest are to obey, or to follow leaders like a herd of sheep. This doctrine, often unconsciously, has survived the introduction of political democracy, and has radically vitiated all national systems of education."

Does the reader require any more to convince him or her that educational administrative problems, difficult as they may be, are infinitely more capable of solution than these fundamentals of educational polity which, nevertheless, will somehow have to be unriddled if the idea of culture and commonwealth is to be aught else than a dream?

GLEANINGS.

The Enduring Puzzle.

"What education is and how character ought to be taught is what should be well known; for nowadays there are doubts concerning the business, as all people do not agree in those things they would have a child taught, both with respect to their improvement in virtue and a happy life: nor is it clear, whether the object should be to improve the intellect or to rectify the morals. The view gained from the present mode of education is confused, and we cannot determine with certainty whether it is right to instruct a child in what will be useful to him in life or in that which tends to virtue and is really excellent; for all these things have their separate defenders."—ARISTOTLE.

The Oppressed.

"I've often wondered what a little boy thinks about us. We fire him off to school just at the time of day when anyone ought to be out of doors. He has to sit there most of the pleasant part of the day and every time he tries to do anything that seems right to him the strange lady or gentleman that acts as his keeper swoops down on him. Towards evening if he has been good and repressed all his natural instincts he is allowed to go home and chop some wood. And so it goes. If he does not do any of these things, or if he does not do them in the way ye think is the right way, someone hits him or wants to."—MR. DOOLEY'S PHILOSOPHY.

MASON'S SCRIPTURE MANUALS.

Our readers will be glad to know that these old-established and favourite text books are still to be obtained through Messrs. J. Galt and Co., Publishers, Manchester. The volumes dealing with the Acts of the Apostles and St. Mark's Gospel will be especially useful in preparing pupils for next year's Oxford and Cambridge Local Examinations.

RELEASE !

On reading in a contemporary an article by an eminent medical man, who states that everywhere but in England psycho-analysis is dead, and seems to be not without hope that it will eventually die here also.

Though Ireland be troubled for ever,
Though Governments suffer defeat,
In spite of Geneva's endeavour
To pouch the Imperial Fleet :
Although we're condemned as a nation
To live under cloud-ridden skies,
At least there'll be *some* consolation
If psycho-analysis dies.

When studious youth has forsaken
Its Adler, its Jung, and its Freud,
We'll freely discuss with our bacon
The dreams we've been taught to avoid ;
Nor, leaving umbrellas behind us
On days when our memory's slack,
Will bores that we've called on remind us
It shows our desire to go back !

We'll read for their glammers and glories
The classical legends of yore,
No longer as dubious stories
To illustrate sexual lore.
And, just for amusement, as I do,
Our poets will scribble their verse,
No longer to stop their 'libido'
From things indescribably worse.

The pastime of idle neurotics,
The living of numberless quacks,
The heaviest brand of narcotics,
The guide to the shadiest tracks ;
The stunt of the tyro in letters,
The sciolist's easy disguise,
How gladly we'll strike off our fetters
When psycho-analysis dies !

H.B.

Shakespeare in Finland.

Lecturing on "Shakespeare in Finland" to the Shakespeare Association, at King's College, on October 17th, Professor R. P. Cowl said that it was not till the second decade of the nineteenth century that people generally in Sweden and Finland began to take an interest in the plays of Shakespeare. The earliest notice of a performance of a Shakespearian drama in Finland referred to the year 1780, when Franz Michael Franzén, the dramatic poet, then a boy of eight, saw a Swedish touring company play "Romeo and Juliet" in his native town of Uleaborg. No other performance of a play of Shakespeare's is on record, so far as Finland is concerned, in the eighteenth century, though it is probable that as Professor Yrjö Hirn has suggested, the Swedish company mentioned by Franzén played "Romeo and Juliet" in Abo and elsewhere in Finland. We know at any rate that this Swedish stage version made on Franzén an impression that he himself described as "ineffaceable." Franzén became an enthusiastic admirer of Shakespeare's genius. In 1796 he had the pleasure of visiting London and of seeing the leading English actors and actresses in Shakespeare rôles. His critical notes on a number of the plays and on the acting of Kemble, Holman, Siddons, and other distinguished players are of extreme interest to the student of the history of the drama. The lecturer further dealt at large with the influence of Shakespeare upon the Finnish-speaking and Swedish-speaking stages in Finland, and upon Finnish literature.

UNIVERSITY EDUCATION IN LONDON.

Under this heading will be published a series of articles dealing with the present state and future position of the University of London.

II.—THE INTERNAL SIDE OF THE UNIVERSITY.

By SIR GREGORY FOSTER, Provost of University College.

The internal side of the University of London came into being in 1900, in accordance with the University of London Act, 1898, and the statutes made therein.

For the purpose of understanding the present position, it is necessary to recall previous history to the following extent.

The University of London was founded by Charter on November 28th, 1836, its function being to discharge all the functions of the examiners in the Senate House at Cambridge for the students of such colleges as were affiliated to it.

The University thus founded in 1836 was an outgrowth from University College, London, founded 1826, and King's College, London, 1829.

For some years, the arrangement made in 1836 worked satisfactorily, but little by little the Senate exercised the power of affiliating institutions, few if any of which were of University rank. As a consequence, the certificates of having gone through a course of study at one or other of the affiliated colleges had so many different meanings that they ceased to be of any value.

In 1858, the university severed its connection with the affiliated colleges and became a general examining board for all those who chose to come and submit themselves to its examinations, except in the Faculty of Medicine, in which it still retained a list of approved places of study.

Movements for the reform of the university began in the early Eighties of the XIXth century, and the result was represented in the University Act of 1898. Under that Act, the university on its external side continues to be a general examining board for all those who desire to take its examinations.

On the internal side, the university has the additional functions of promoting research and the advancement of science and learning, and of organising and improving and extending higher education within the appointed radius.

For the purpose of carrying out these new duties, the university, under the new constitution of 1898, slightly modified in the course of the last twenty-four years, has associated with itself thirty-six colleges. These include University and King's Colleges, being the two foundations from which the university itself sprang, as incorporated colleges. The details of their management are committed to the University College Committee and the King's College Delegacy, respectively, but the Senate is responsible for their ultimate government, and controls their expenditure through annual estimates.

Under the Acts of Parliament incorporating these two colleges, their relationship to the university is indicated by making the name of the university an integral part of the statutory names of the two colleges, thus: "University of London, University College; University of London, King's College."

The two incorporated colleges make provision for undergraduate, post-graduate and research work in the Faculties of Arts, Science, Medical Sciences, Engineering. In the Faculties of Laws and of Economics they work under a combined scheme with the School of Economics.

In addition to the two incorporated colleges, there is a group of eleven other colleges known as "Schools of the University." Each of the schools of the university retains its own governing body—the university itself having only a general control over the curricula and courses of study provided by each school.

The group of "Schools of the University" includes the Imperial College in the Faculties of Science and Engineering; the East London College in the Faculties of Arts, Science and Engineering; the London School of Economics in the Faculties of Economics and Commerce; the three Women's Colleges (Bedford, the Royal Holloway, and Westfield) in the Faculties of Arts and Science; King's College for Women in the Department of Household Science; the London Day Training College in the Department of Pedagogy; and the School of Oriental Studies in the Faculty of Arts. It also includes the South-Eastern Agricultural College for the purposes of agriculture only.

The two incorporated colleges and the eleven schools of the university in this group have on their student rolls approximately 15,000 students, of whom very nearly half belong to University and King's Colleges and the School of Economics.

In the Faculty of Medicine, including, in some cases, Dentistry; besides the two incorporated colleges, which provide for teaching and research in the medical sciences, there are seventeen schools of the university. These include (in alphabetical order) St. Bartholomew's; Charing Cross; St. George's; Guy's; King's College; London; London (Royal Free Hospital) School of Medicine for Women; St. Mary's; Middlesex; St. Thomas's; University College; Westminster; which are known as the twelve general medical schools. They include, also, the Royal Dental School, for dental students only; the Lister Institute; the School of Tropical Diseases; the Royal Army and Royal Naval Schools, which are devoted entirely to post-graduate and research work.

These seventeen schools in the Faculty of Medicine have on their student rolls approximately 5,500 students, the largest being the medical schools of Guy's and St. Bartholomew's.

In the Faculty of Theology there are six schools of the university, including Hackney; King's (Department of Theology); New College; Regent's Park; the Wesleyan College at Richmond; and St. John's College, Highbury. They have on their rolls between 400 and 500 students, the largest being King's College Theological Department with about 250.

It will thus be seen that in the incorporated colleges and schools of the university, there are between 20,000 and 21,000 students, of whom very nearly 10,000 are reading for degrees of the university, while about 4,000 others are working for various diplomas and professional qualifications; some 2,500 are engaged on various branches of research, and the remainder are taking special courses of one kind or another, generally occupying part of their time only.

The sites of these thirty-six colleges (excluding those of the hospitals) occupy no less than 212 acres; over and above that, there are halls of residence providing accommodation for 1,420 students and occupying $7\frac{1}{2}$ acres of land, to which acreage is to be added 215 acres of playing fields, making a grand total of 434 acres devoted to university purposes in connection with the University of London.

In addition to the multifarious activities in its 36 colleges, the university, through its Extension Board, is responsible for the work of a very large number of Extension Centres and for between 40 and 50 tutorial classes conducted under the special Joint Committee set up for the purpose.

It is clear from these statistics that the educational machinery within the University of London is of vast proportions. The university professors and readers who are appointed directly by the Senate, and the other teachers "recognised" by the Senate but appointed by the several colleges, are grouped, for the purpose of the organisation of curricula, into 42 Boards of Studies. They are again regrouped in the several faculties for the purpose of co-ordinating the work of the Boards of Studies.

The Academic Council, after consultation with the appropriate Boards of Studies, and in some cases with the Faculties, advises the Senate on general academic policy.

This, very briefly described, is the machinery of the university on the internal side, as it at present exists. When it was set up in 1900, it was, of necessity, purely experimental. It has been working for 24 years, a sufficient period to ascertain its weak points and its defects. During that period of 24 years, much has been achieved. Instead of a number of colleges, each acting in isolation from the others, and unconnected with the university, a common university spirit is slowly being evolved. There is much to be done before that can become as vital as it should be. The students are taking their part. By the establishment of a Union in Malet Street, they have provided a meeting-place for all students, irrespective of college. They have succeeded in organising football, cricket, swimming, general athletics, debating, chess, and other activities, on a university basis. They hope to obtain, at no distant time, a university athletic ground.

In short, a great university, for the purposes of teaching and research, is growing up, but the weak points and defects are not easy to remove. They require the consideration of persons well-skilled in university organisation and administration. It is to be hoped that the Departmental Committee recently established by the President of the Board of Education will, with the assistance of those who understand the present working of the university, be able to find solutions of the problems that so far remain unsolved.

STORIES FROM OVID.

EUROPA AND THE BULL.

(Metamorphoses ii. 836-875.)

According to Herodotus Europa was carried off from Sidon by a Cretan pirate—perhaps the same Captain Bull who seduced Pasiphaë—in revenge for the rape of Io from Argos. Ovid, however, follows the more poetical version.

Then did great Jove call Mercury to his side,
And, fain his amorous purpose still to hide,
Said to him: "Son, my dear confederate,
Who on my bidding ever loves to wait,
Go now, and quickly, in your wonted flight
And seek the land that Maia holds in sight
Upon the leftward hand: 'tis Sidon named
By those who dwell within its borders famed.
There you will see along the grassy hill,
The royal cattle, grazing, each his fill.
It is my wish that they should driven be,
Down from their mountain pastures to the sea.

So spake the god; and soon at his command
He saw the cattle heading to the sand
Along the margin of a sheltered bay,
Where the king's daughter oft was wont to play
With her dear Syrian maids. He knew full well
That love and dignity can never dwell
For long together or at ease agree;
And so he laid aside his majesty,
And ceased to be great heaven's almighty god,
Who makes the world to tremble at his nod,
With three-forked lightning and with sceptre dread,
But turned himself into a bull instead.

Thus to the royal kine he did repair,
And with them lowed and cropped the grass, most fair
Of all the herd; his skin as white as snow
Untrodden and unmelted, ere it flow
Beneath the rainy south; his muscles strong
Upon a rounded neck; his dewlap long;
His horns, though small, in shape most perfect grown
And more transparent than a topaz stone.
Gentle his eyes, not flashing fiercely keen;
And on his forehead Peace abode serene.

Agenor's daughter looks with wondering eye
On the fair beast; nor dares at first draw nigh
To touch him, though so placid he appears.
But soon emboldened she forgets her fears,
And gives him flowers to taste. Presaging bliss
On her white hands he lays a gentle kiss,
And rapt with pleasure scarcely can endure
To check his onset and make triumph sure.
Now he desports upon the grassy plain,
And now, returning to the shore again,
He rolls upon the sand and lets her press
Her hands upon him in a soft caress
And round his horns fresh rosy garlands cast,
Until she climbs upon his back at last,
Unwitting whom she rides. Then from the strand
Slowly the god moves out and leaves the land
And soon, the shallows past, speeds on his way
Across deep ocean carrying his prey.

F. A. WRIGHT.

LETTERS TO A YOUNG HEAD MASTER.

BY T. AND B.

VII.—THE LAW AND THE PROPHETS.

MY DEAR W.

As I told you some time ago, I have been obliged in the course of years to pick up from various people (books are not very helpful) a certain amount of scholastic law, and it happens that I can answer your two questions, the first positively, and the second nearly so.

Scholastic law is, as you say, obscure. It is an amazing thing that after all these years, the legal position of a monitor or prefect who inflicts corporal punishment on another boy—a custom of immemorial antiquity in public and other secondary schools—is far from clear yet.

With regard to the first question, your governors cannot demand that you should pay income tax under Schedule 'A' in respect of the house which you occupy. It is an official residence: you are bound to live in it and you have no power of sub-letting it or in any way making a profit out of it.

In a case decided by the House of Lords in 1892 it was held that a bank agent, whose duty it was to occupy the Bank House as custodian of the whole premises belonging to the bank, was not obliged to bring in the yearly value of his privilege of free residence in estimating his total income for the purpose of claiming abatement of duty. The following passage occurs in the judgment of Lord Macnaughten, which entirely covers the point at issue in your own case:

"He is not entitled to sub-let the bank house or to use it for other than bank purposes, and in the event of his ceasing to hold his office he is under obligation to quit the premises forthwith. Property, therefore, in the house he has none of any sort or kind. He has the privilege of residing there. But his occupation is that of a servant, and not the less so because the bank thinks proper to provide for gentlemen in his position in their service accommodation on a liberal scale. It is clear, therefore, that the appellant is not chargeable under Schedule 'A' in respect of the bank house, or liable to pay the duty as occupying tenant. The bank and the bank alone is chargeable and liable to pay."

You must, however, take care that the house is assessed for income tax to the Governors and not to yourself as head master. If you suffer yourself to be assessed in this connection, you will in all probability have to pay the tax.

As regards your second question, the general principle of the law is that where one person hands over goods to the custody of another, the recipient becomes liable to damages if he should fail to exercise reasonable care in the custody of the goods, especially if he accepts responsibility for reward.

The authorities of a school usually provide accommodation for the various effects and belongings of the pupils, and regulations are made as to when and where everything is to be deposited. The school fees must be taken to cover the cost of making this provision, and there

does not seem to be any reason why school authorities should be exempt from the operation of the general principle above enunciated.

The school authorities, however, are not (apart from special circumstances) in the same position as a person to whom the custody of goods has been solely committed, and the reasonable care which has to be exercised would be viewed in relation to the nature and normal conduct of the business of school-keeping as known to the parent, or as represented to them by the school authorities.

In every case of loss, therefore, it is a question whether or not there has been a breach of the duty to exercise such reasonable care as is above mentioned.

It is difficult to group instances in such a way as to afford a complete guide for the application of the principle, but it may be stated broadly that loss incurred through the wilful act, dishonesty or negligence of anyone employed by the school would in most cases be recoverable by the parents.

It is much less certain that a claim for loss occurring through the dishonesty or negligence of a fellow-pupil would succeed. The school authorities may be taken to guarantee the honesty and capacity of those whom they employ, but no such guarantee can be assumed in the case of a pupil, and unless they were knowingly to admit a thief it would be difficult to establish liability.

Under ordinary circumstances losses arising through the acts of strangers (*e.g.*, burglars or housebreakers) would not render the school authorities liable, but neglect to keep the premises properly supervised by day or fastened by night would alter the case.

Failure to repair the school premises and consequent injury by damp: continuous lack of discipline giving rise to disturbances involving destruction of property; the unreasonable action of pupils acting as agents for masters in the school (*e.g.*, monitors or prefects) may be cited as cases in which liability for loss would probably attach.

Only a few instances can be offered for guidance, and even in these, this caution must be added, *viz.*, that all the circumstances of each case must be thoroughly examined before a final opinion can be arrived at, as a seemingly insignificant fact often turns the scale one way or the other.

Assuming, therefore, that I have had all the facts, I give you my opinion that neither you nor your governors are liable for the loss of the bicycle which was left in the playground for the night and annexed by some person or persons unknown.

I have heard of extraordinary threats of legal action against head masters. An applicant for a vacant post at a grammar school, though not invited to come to an interview by the head master, telegraphed that he was coming and came. He asked the head master to pay his travelling expenses, and on his refusal to do so threatened an action. But of course it came to nothing. Another head master was threatened with an action for libel because he recommended in the terminal report

that a boy "should put away his unsatisfactory ways and turn over a new leaf." Nothing, of course, came of that threat either.

To turn to something other than law, my son, who is at — School, told me the following story the other day. A boy hurriedly finished an exercise before the master came into the form room. When asked when he had done the exercise he lied boldly, "Last night, Sir." The master said: "Though the ink is wet nevertheless I believe you." The culprit was so much chaffed about this that the effect was greater than a caning would have had. Verily, "there are nine and sixty ways" of dealing with boys, as "of constructing tribal lays, and every single one of these is right."

Yours ever, T.

MY DEAR W.

T. is treating you to some interesting applications of the law. I should like to turn your attention to quite a different matter. You might call it—the prophets.

I have always thought it part of the business of a head master to keep himself acquainted with the proceedings of the great educational conferences. He should certainly purchase and read the reports of the Government Commissions. It is only by such means that he can keep himself in touch with the leading men of his day and generation.

Giant stars, the astronomers say, are of attenuated type. As they grow older they increase in temperature and diminish in size. Perhaps the great conferences of teachers are like the giant stars. The smaller meetings are certainly more intense and have a higher temperature. C.O.P.E.C. report is certainly more intense than that of the Conference of Educational Associations. The former, a report on education presented in April to the Birmingham Conference on Christian Politics, Economics and Citizenship by the Commission under the chairmanship of the Bishop of Liverpool (Dr. David) is now published. It is a memorable and admirable statement—lucid, inspiring, and constructive. All teachers should read it, for it greatly magnifies the office of teaching. It shows how the teaching of all subjects may be elevated and unified by a recognition of education as the development of beauty, truth, usefulness, and goodness. It considers that the religious element, in the broad sense of an attitude towards life, enters into every lesson through the personality of the teacher; but it urges that a curriculum with no religious instruction is a curriculum without balance. The unbalanced is always the barbaric. It makes a strong case for an expert or specialist teacher of the Bible with its problems of ethical, historical, and geographical considerations, and believes that from the central and paramount importance of this subject the head teacher should be the chief Bible teacher. Personally, I have no use for the head teacher who does not teach.

Under the Kent Education Committee religious instruction is not necessarily given every morning, and the work is allocated by the head master between himself and selected "specialists" on his staff. In this way specialist teaching is brought into the sphere of religious instruction. The C.O.P.E.C. report heartily approves of such a plan and says that this particular

reform would have a salutary effect in improving the quality and deepening the impression of religious education in our elementary schools. It is as a matter of fact the method most generally adopted in the secondary schools. Fewer lessons are given by this plan but any loss of time is more than counterbalanced by the effectiveness of the instruction. The report rings true when it suggests that with a mediocre teacher or with one without zeal for such teaching the Scripture lesson is irksome and becomes "mere verbalism and the dullest learning by heart." To facilitate the development of specialist teaching the report definitely recommends that "the article of the code which restricts religious instruction in the elementary schools to the first or last period of the day's schooling be struck out." This would not in practice affect in any way the conscience clause, as similar arrangements are already in force in secondary schools, and pupils whose parents wish it are withdrawn from religious instruction at whatever hour it is given.

But the C.O.P.E.C. Commission does not by any means limit its enquiry to questions of religious teaching. It takes a wide and generous view of the whole educational field and considers the home environment of the child, the school opportunity of the children, the guarding of the adolescent, and the relation of the State to organised school education. It believes in the nursery school of infants' department supplying that "freedom and fresh air, sunshine and laughter" which so many homes lack. It advocates a large variety of secondary schools or of courses within such schools with varying emphasis, but with a strong central element of humanistic studies. It regrets that "the type and range of education given to a British child to-day often depend not on the needs and particular capacity of the child but upon the position and financial means of his parents." Art and music and workshop training need to be extended in the schools and individual and team work to be encouraged. All young people under 18 to be in schools or under part-time instruction. "*The character, personality, sense of vocation and equipment of the school-master is the crux of the whole matter.*" An ideal of peace upon earth is possible only when those engaged in the profession of education build up a strong public opinion in its support and when history books "cease to invest with glamour and romance the whole bloody business of war."

I advise you to take so strong an interest in the Scripture teaching of your school and its development that there shall be no room for clerical interference with your scheme of work. It is because the instruction in this subject is so important that we dare not surrender our right to control it. Mr. Jacks, of Mill Hill School, said very wisely recently about school and Church that for the school boy his Church *was* the school.

Yours ever, B.

FIRST PHONETIC FRENCH COURSE: P. H. Churchman and E. F. Hacker. (Heath. 2s.)

Part I deals with sounds and phonetic texts under the headings of pronunciation, language lessons, selections of prose, verse and songs in phonetic transcript; and Part II primarily with French orthography based on phonetic principles. In the vocabularies the standard spelling is given after the phonetic form, the purpose being not to ignore the normal orthography in the interests of phonetics.

P. L. R.

CUPID AT THE BOARD OF EDUCATION.

BY H. WETTONE.

Not long ago, in a thoughtless and aimless moment, I picked up a certain magazine devoted to fiction of the higher sort. Running over the list of stories contained therein my eye was arrested by one of the titles. It was "Out of School," and, having what the Freudians might term a "school-complex," I began to read this story; and what I began in a spirit of idle curiosity I continued in one of great interest, culminating in awestruck wonder—wonder in the first place that there could be found anyone to write such a story, and in the second that there could be found people to read it.

The story opens in the Education Office in Whitehall. "Sir Edward"—presumably a high official, perhaps even the President himself—is giving instructions to a subordinate, Mr. Bennett, in regard to a certain Seven Beeches School. He—Mr. Bennett—is to go there with the object of dismissing a teacher about whom certain complaints have been made. But *all in order*, of course. "You will," says Sir Edward, "go down the first thing to-morrow and do what is—er—requisite." Sir Edward is, we are told, "a little uncomfortable," which, in view of the somewhat flagrant over-riding of such important bodies as local education authorities, is not at all surprising. "But," he adds, with what we must regard as official justice, "*inspect the children first*." Mr. Bennett sizes up his job with youthful speed. "Sir," he rejoins, "in other words—you wish me to give her the sack?" A horrified shudder runs through Sir Edward's gaunt frame. "On the Board of Education," he answers coldly, "we are not—er—acquainted with the expression you use."

Mr. Bennett duly arrives at the school. He is young, and has "pleasant features," whatever unpleasant features there may be about his task and his instructions. Marjorie, the teacher upon whom the official doom is to fall, is also young, and her features are as pleasant as are those of Mr. Bennett. In fact, of course, the hardened reader will already have discerned—but that is to anticipate. She is "head mistress, second mistress, and assistant mistress and all, for it was only a small school," and it is her first term in this Pooh-Bah rôle. The visit of H.M.I. has therefore perturbed her not a little. She figures to herself the H.M.I. of tradition, and, agreeably surprised, beholds the youthful (and pleasant-featured) Mr. Bennett. The ensuing conversation is almost too good to be true. If I quoted at length I should be accused of an incredible effort of imagination. Mr. Bennett makes no secret of his lack of familiarity with schools, and more particularly with inspectors. "Help me out," he whispers, "I'm new to this game." To which she replies, "But so am I," and suggests that he should, as a beginning, hear them sing their hymn. This done, she further suggests his asking a few questions. Thus "between them they managed famously. The morning flashed by." Marjorie (can it be that she is rejoicing at having had such a "priceless idiot" fall to her lot?) goes to her lunch with happy heart. But not so Mr. Bennett. His dread task—rendered no doubt tenfold more dreadful by the pleasant features of Marjorie, and unaffected, be it carefully noted, by the pseudo-

inspection, remains to be performed. "Oh! confound it," he says to himself, "I'll do it after lunch." At lunch he prepares his report. This is not reproduced—unhappily; it should have made good reading. Meanwhile the production of the report being—as may readily be imagined—a literary work of some difficulty, he occupies spare moments in drawing "pictures of Marjorie," and these, with criminal thoughtlessness, he encloses with the official report and dispatches to "Whitehall." After school hours he takes a walk with Marjorie. I hate to dismiss a charming passage, redolent with incipient love, in these bald terms, but there are more important matters still remaining.

For the report, in spite of its misdirection (confirming me in the belief that it *is* the President), reaches Sir Edward. He reads it, and sees the pictures. "Most improper! Most irregular!" he ejaculates. "Sir Edward was a man of decision—of action" (the President theory is further strengthened). He crushed into his pocket the original and very disturbing memorandum. He consulted a railway guide, and he summoned his secretary. Says he: "I am going into the country on the Board's business. You need not expect me back till to-morrow morning." Truly the mills of the Board may grind slowly, but how exceeding small they grind!

Mr. Bennett remains at Seven Beeches, and next morning finds him at the village inn, still trying to pluck up his courage to give Marjorie "the sack." In strides a man of great bulk, who, "tossing a heavy riding-crop on to the table, bellows for a pint of ale." He turns out to be the Squire's farm-bailiff; his name is Nunn, and, like Kipling's rhinoceros, he has no manners, never did have any, and never will; he is, in fact, a most unpleasant person. He orders Mr. Bennett to drink with him, and Mr. Bennett, as an H.M.I., rightly enough refuses. But Mr. Nunn is used to having his own way; he says that he "can get his way with the Government, even." In confirmation thereof he explains that he has a daughter who has "been learned to teach school." He means her to have the village school, but Marjorie stands in the way. Hence the plot of which Mr. Bennett is the unwilling agent. All is now clear; details of the plot need not concern us. Mr. Nunn finishes with "That's the sort of fellow I am—top-dog hereabouts, Mister!" Mr. Bennett replies: "Did you say—dog?" Sir Edward has meanwhile approached unperceived, and Mr. Bennett, who has thus insulted the bailiff, waits for the insult to "soak in." It does, eventually, and a fight ensues, ending in a spirited castigation of Mr. Nunn with his own riding-crop. All this Sir Edward observes with satisfaction, for he has heard the infamous recital, and Marjorie's critical moment passes. Sir Edward, after intimating that in due course he will require an explanation of the incriminating pictures, bids Mr. Bennett tell Marjorie that the inspection was "most satisfactory!" To which he replies: "I have something better to tell her than that." Sir Edward says: "Then go and tell it, and good luck to you!" With which picture of the Board playing the unaccustomed rôle of Cupid the story ends.

ART.

An art critic of the "reporter" variety, writing in a daily paper, has remarked that the favourite subject among the exhibitors at the London Group of this autumn is a pot of flowers. This he goes on to say saves the artist a lot of trouble, all he has to do is to "stick the pot in the middle of the canvas, thereby saving himself all the troubles of design. This is surely a discovery of benefit hitherto unknown to the artist. Logically concluded there need be no more talk of design in pictures. To paint a portrait it will only be necessary to stick your sitter in the middle of the canvas and—well—draw round him?

I know it is said that no one would be so foolish as to take seriously a criticism of art in a daily paper, but that isn't true. We are, the majority of us, much influenced by newspaper accounts of politics and most of us know more about politics than we do about art. To speak more justly we know less of art than we do of politics. Therefore, when I read a notice of an exhibition which is composed entirely of remarks as foolish as the one quoted I feel a certain amount of exasperation.

This the twenty-first exhibition of the group shows that certain of the members have made a definite advance in their work and even where they have clung rather closely to their influences one cannot but congratulate them on what has been learned. One may say of Mr. Keith Baynes that his work is too reminiscent, but such a painting as "San Domenico" is so good as to give great hope of the future work of this artist. All his paintings seem to me to be done under a strong outside influence, but at the same time one has to have progressed far to be able to use one's knowledge of other works in such a capable way. Similarly Mr. Elliot Seabrooke disconcertingly adopts the handwriting of Cezanne, but at the same time designs so well and has put behind him certain crudities of tone and colour that it would be meaningless to deny the advance he has made.

The most outstanding example of development is Mr. Bevan's "An Outhouse." Mr. Bevan as long as I can remember has worked steadily along a line of his own, and anyone who has wondered what he was driving at will find the answer in this singularly beautiful painting. The tone and colour are so good and the idea so complete that the appeal is direct without intervening analysis. Mr. Porter also in "Lilac" shows a development in the understanding of tone and colour relationships.

I have left over till last the most important paintings of the exhibition partly from a reticence in praising things which so palpably bear their own virtues. What can one say more of "Banco" than that it is a Sickert. Mr. Duncan Grant's "Still Life" is a beautiful example of this artist's intimate sense of colour and design, and Vanessa Bell's "Roses and Apples" has a lyrical quality which is entirely her own. This by the way is one of those pots of flowers; only the greatest ignoramus could miss the beauty of the design.

Mr. Mathew Smith's nudes are sensitively and fastidiously drawn. Mr. Roger Fry's landscape "Beynac" besides being very well painted shows an unusual freshness of conception.

Judging this exhibition on its successes rather than its failures it is very much to be recommended.

RUPERT LEE.

AT THE PLAY.

BY GERTRUDE VAUGHAN.

"Storm."

In "Storm, or the Battle of Tinderley Down," C. K. Munro provides a pathological specimen, plainly a case for the psycho-analyst. Shambling, feeble-minded, tell-tale of a woman's confidences to a born meddler (*Miss Gayler*), vacillating, futile . . . "I want to take you up in my arms and put you in a perambulator!" says *Storm*. Nor is *Dennis Welch*, the famous singer, much better stuff, though more personable. Little, mean, shifty souls, both, with conceit, in the case of *Dennis*, smeared on good and thick.

The original "battle," between the wives and spinsters, happened in 1761 or thereabouts, and the curtain goes up on *Miss Gayler's* high staccato laugh over the discovery of the story, in an old book, in the "small hydro-pathic hotel near the village of Tinderley," where the entire play takes place. No one knows, she says, what the battle was about. "I expect the men knew," says nice, deaf, Irish *Mrs. Bolland*.

Miss Gayler is a huntress, of the more avid type that can't leave a man alone, even—or especially—if there is a wife in the offing. I should call her a cat, only I never by any chance insult my furry friends by taking their name in vain. Camouflaging her man-hunt under a guise of friendship, she attacks each in turn, teases *Welch* (who arrives with *Storm*, in the middle of a "scene" between them) to sing at a local concert, and lays on flattery with a spade. *Welch*, delighted—so says *Storm*, with brutal candour—at any opportunity of shining, agrees, and *Storm* chooses to make this a cause of quarrel. He will not give up the concert; very well then, if he will not do this simple thing for her she will go off with *Blount* (strangers, these people, who have only met a few hours before)! No one gives so much as a passing thought to the purpose of the concert, except the faded *Miss Kale*, who after all is merely a bit of local colour.

The concert takes place; *Blount* delays; explains the two pairs of grey woollen socks stuck in his belt when he does appear in the lounge, where the impatient *Storm* awaits him; and here the play begins to "get" you. It is a silly incident, perhaps, but human. *Blount* can't leave the socks behind because his wife, who has been ill, and to whom he has written a cruel letter, knitted them for him. Yes, he has to admit that he has a wife. And *Storm*, after telling him what she thinks of him for treating so devoted a wife like that; becomes very tender and human; and the wife, as they do in plays, arrives unexpectedly, and *Blount* greets her eagerly and she collects him as one collects a favourite dog who has run away. The concert party return; *Welch* has shone as usual; *Lord Early*, the local magnate, says charming things about *Storm's* former popularity in London, and congratulates *Welch* on having secured her; *Welch* has a glimmering . . . but reverts to his "work," which *Storm* has long since ceased to regard as important, and the moment is lost. The couples assort themselves and go their way; and a resourceful Satan sends *Miss Gayler* fresh quarry.

SCHOOLCRAFT.

APPRECIATION OF BEAUTY BY SCHOOL CHILDREN.

WALLACE H. JACOBS.

A study of the record of the recent investigation into the appreciation of beauty by children gave me a desire to sense the æsthetic feelings of my class of boys.

Accordingly, my boys were one day surprised, and not a few were alarmed, to find that they were asked to write a composition on "The most Beautiful Thing I ever Saw." There was no preparation of any kind and fifteen minutes only was allowed for the writing. Before proceeding to quote examples from the resulting efforts, it would be well if readers were informed of the special difficulties which would tend to hinder the writing of a delightful and pleasing composition of this nature.

The school is situated in a poor quarter of North Birmingham; you have only to turn to the last page of the class registers to find that most of the boys live "Back of" or "— Court." There is indeed, as one would find by taking a walk in the neighbourhood, very little in the sordid surroundings of the boys to inspire or suggest beautiful thoughts. The school building itself dates back to 1857, and being far from beautiful in structure or appearance does not tend to fill the boys with beautiful feelings. I must hasten to add, however, that the interior of the building always presents a pleasant and attractive appearance.

With due regard to these circumstances, I was deeply moved and pleasantly surprised to find that a boy nine years of age, who lives in a back house of a dirty street, had written the following. (I am giving the examples just as they were written.)

"The most beautiful thing I ever saw was a little primrose, with its dainty petals of a very pale yellow and a delicate and slender stem. It comes out to brighten up the world and also to tell us spring is here, for it is a spring flower. It waves to and fro in the cool spring breeze, and bows its head to the sun."

This was the outstanding effort, but there were others, which, though not so delicate, made pleasant reading. It is a remarkable fact that only two boys had the same idea of beauty. In all the other cases the central thought was different. It is also worthy of note that the best work was written by the youngest boys in the class.

Here is another effort from a boy nine years of age.

"The most beautiful thing I ever saw was a lovely picture. It was the sun setting in the west and deers homeward bound. They were looking about them to find the trace of human beings. The young ones were getting close to their mothers. The clouds were gold tipped and the sun orange red. The sky seemed a mas of blue and gold. The deers looked the most lovely creatures I observed."

For the purposes of this article I placed the essays in three classes, good, indifferent, and bad. I will now proceed to quote two efforts from the second class.

The writer of the following is a boy ten years old.

"The most beautiful thing I ever saw was a beautiful little *linet*. My father caught it in a net, and then he

put it in a cage. When it came, the first thing I noticed was a little blue feather near its head. It nearly always knocked its food or water over. Its wings were coloured a very light yellow, with tinges of brown and grey (*on*). It whistled a great deal, and when it did whistle, it al/ways stood on the perch."

I feel conscious that in this composition there are some very beautiful childish thoughts mingled with some quite plain cogitations. Here is another moderate effort in which the writer atones for his poor spelling by some really exquisite conceptions of beauty.

"The most beautiful thing I ever saw was a lovely field of golden waving corn, with large red poppies *doting* here and there. It seemed to go for miles and then fade away into the clouds. Another boy and *me* stood by the road side and watched for a long time. Then, a few minutes later, a summer shower came on and the large red poppies *poud* (bowed) their heads as if they were going to die."

I suppose that a really high level of excellence in an impromptu composition cannot be expected and I was not surprised to find that some three or four efforts were very crude and almost ludicrous. However, I leave my readers to judge whether, as far as the following two efforts (and three or four others of a similar character) were concerned, the exercise was in vain and fifteen minutes wasted.

"The most beautiful thing I ever saw was a horse *trimed* up. I saw it last May and it had many beautiful things such as these, ribbon on his tail, may on his head, he had many pieces of ribon and a man was on his back, with red and blue clothes on. The horse had a thing hanging under his head like a scotchman *whers*."

And, in conclusion, the following effort is by a boy who has been regarded for some years as mentally deficient.

"The most beautiful thing I ever saw is a tramcar *deckerrated*; it *has* a thousand coloured *lighis*. There are some *devels* (*i.e.*, men dressed in fancy dress to represent the devil) and monkeys and black and white people, who *are* just painted *there* faces. Santa Claus was driving the car, and he had brown linen, he had a red cloak, a long beard."

A SHORT HISTORY OF THE WORLD: by H. G. Wells. With 12 maps. (The Labour Publishing Co. Cloth, 2s. 6d.; paper, 1s. 6d.)

This volume, as the author says, "may be found useful as a preparatory excursion before the reading of the author's much fuller and more efficient 'Outline of History' is undertaken." It is not, he adds, "an abstract or condensation of that former work." In fact, it is in some respects a better book than the "Outline," in the sense that it is more "generalised," as such a wide sweep must be. The division into fifty-seven chapters, of about five pages each on an average, breaks the length of the story very effectively. The story, however, remains one. The Labour Publishing Company offer a good deal for half-a-crown, the only pity being that small type on rather poor paper somewhat inhibits those who have to take care of their eyes. This is to be regretted; but the venture is a very bold one. The book deserves, and will no doubt secure, a wide sale. R. J.

PAUL—A STUDY.

Paul was the offspring of an unhappy marriage. His father was something in the City; Paul saw him every Sunday, for when his father came home at night he was in bed, and in the morning when he went Paul was invisible.

His mother he avoided as much as he could. A succession of cheap servants had supervised his upbringing, and from each one he seemed to acquire at least one bad habit while failing to acquire any good.

Every Saturday night he was well bathed and every Sunday he wore clean clothes and a sailor suit. After dinner his father and he looked at each other. His mother's eye made both feel ill at ease and conversation impossible.

One Sunday his father said: "Paul is a big boy now"—he was a very undersized seven or eight—"he must go to school I suppose." There was no reply from Paul's mother, so he continued: "There's a kids' school up the road, that I pass on the way to the station. I will call there to-morrow night as I come home and fix things up."

"He will have to have new clothes," objected his mother. A quarrel arose about the money to purchase them. Paul seized the opportunity to appropriate some grapes on the sideboard. They would not go in his pocket so he slipped them down his blouse. Finally father handed mother two Treasury notes and walked out.

The next day his mother bought him a jersey which nearly reached his knees, and a pair of boots two sizes too large; the following day Paul's school career began.

His age and a few untruths he told concerning his ability gained him a place in the Transition Form. Paul sat on his chair, his jersey pulled over his knees almost to his ankles, full of interest in his new surroundings.

It was a Scripture lesson. The form mistress, a zealous teacher, had interested her class in a lesson depicting God's love for His children. "Now, what is it that your mothers love ever so?" she asked.

A shower of hands were shot up by confident little people, who knew that they themselves were the much beloved of their parents. Paul's shot up too. He could answer that question. His eager little face looked appealingly at his teacher. Yes. She was going to let him answer. Paul felt a thrill of triumph. He had put up his hand once before and been unable to answer when questioned; now he felt confident.

"Yes, Paul," the words were hardly out of her mouth.

"Wine," came the decided though unexpected answer.

The class sniggered. The student-governess looked shocked.

"No," said the teacher. "Jim," turning to a little fellow in the back row, "you can tell Paul something his mother loves more."

"Her little boy," replied the smug Jim.

"That's a lie," retorted Paul with conviction.

Paul had never lived in an atmosphere of affection. His first lesson at school made a deep impression on him. He too wanted to love and be loved.

During arithmetic he looked round the school-room seeking an object of devotion. Several nice little girls about his own age appealed to him. He walked home with one after morning school, and to interest her, pretended he had lived in Africa (the young man of the last maid but one had been in Egypt during the war and thrilled both Paul and her with his tales), but when he told her he had killed five lions in one day she doubted his veracity to the extent of calling him a fibber and shutting the garden door in his face. Moreover, before afternoon school she had told her class mates what Paul had said, and none of the little girls responded to his friendly advances.

The boys were not so particular, but unfortunately Geoffrey, who was nine, saw something in Paul's big jersey that moved his sense of humour. "Don't trip over your skirt as you go downstairs," he said to Paul as they dressed to go home. Paul replied by putting his thumb to his nose and extending his fingers. Geoffrey in reply protruded his tongue to its furthest limits and, as no one seemed to be about, slid quietly down the banister. He did not often get such a good opportunity.

Paul followed deliberately stamping on each step, starting at the top with a muttered "Don't care," which as he descended became more and more crescendo.

At the bottom of the stair a door was suddenly flung open, and a young virago flew out, seized Paul by the ear and dragged him into a school-room. He screwed up his face and his brown eyes looked pathetically round at the twenty scholars, all girls, engaged in French translation.

"You are a ver' naught' boy," cried his captor to Paul's bewilderment, "eef you do make such noise through my door again I will ree-port you. But you shall stay in," and Paul's ear was released and he himself plumped into a vacant chair facing the class.

Paul placed his feet on the rung, pulled the offending jersey well over his knees and gazed round the class room while Mam'selle, ignoring his presence, continued her lesson. He withdrew his arms from the sleeves that tickled his skin and kept slipping over his knuckles, and prepared to listen to what was going on around him.

The class was translating "Puss in Boots." Paul listened enthralled. Just as the lesson ended there was a stifled laugh. Mam'selle looked round at Paul. He had brought his heels up to the seat of the chair, his jersey was now pulled over his feet, and there he sat, a little brown ball with armless sleeves dangling each side. He grinned back cheerfully at the titterer.

"For why haf you come into my class?" demanded Mam'selle.

As far as Paul could recollect Mam'selle had dragged him in against his will.

He said nothing.

"Because you haf been a naught' boy, is it not so?"

Paul nodded gravely.

"Then you must sit proper"; there was something in the sad brown eyes that was melting Mam'selle's wrath, "and I'll let you go 'ome."

Paul pulled himself together, nearly falling off the chair as he disentangled his feet from the folds of his jersey, and his arms sought their tickly sleeves.

"I'd rather stay here," he said.

MUSIC.

NOTES ON RECORDS—XI.

By J. T. BAVIN.

[*These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.*]

ADAGIO CANTABILE AND RONDO FROM BEETHOVEN'S SONATA PATHETIQUE.

PIANO SOLO BY WILLIAM MURDOCH. (COLUMBIA 1413.)

The Adagio (slow) Cantabile (in a singing style) consists of (1) a subject, a song-like melody with a soft accompaniment of two notes to each beat, which is repeated an octave higher; (2) an episode; (3) the subject again; (4) another episode—notice how the opening phrase of the treble is answered by a little phrase in the bass; (5) the subject again, with an accompaniment of three notes to the beat (in the score the subject is repeated as on its first appearance, but the repetition is omitted in the record), and coda. The movement is therefore in rondo form (EDUCATION OUTLOOK, June, 1924). Notice the four different rhythms in the subject: (1) slow notes, (2) notes moving twice as fast, (3) slow and fast, (4) slow and four times as fast. This, like the slow movement of the Mozart Quartet (EDUCATION OUTLOOK, September, 1924), is a movement to be listened to rather than talked about.

The other side of this record introduces us to the other kind of rondo, modern rondo or rondo-sonata form (the reason for the latter name will be discovered). It opens with a lively first subject—a short sentence prolonged by play upon the latter half of it into as much again—and coming to a decided close. A short connecting passage contains two chords, each followed by a rapidly running up and down passage and leading at once to the second subject, which consists of quick notes in a different rhythm and a different key from the first subject and at the end breaks into a little phrase in triplets (three to the beat). When this ends a codetta begins with hymn-like chords at its commencement and then breaking back into the triplet figure which immediately preceded it, suddenly it works up to a high note followed by a downward scale in a mad rush to a held chord, and then the first subject is heard again. This concludes the first part of the movement. The middle part (the episode) opens softly with a short and simple phrase in two-part harmony at first. Listen carefully to this, and note how it is repeated four times, using the same notes but in varied form: it is treated contrapuntally (EDUCATION OUTLOOK, March, 1924), in the second going down where the first went up and *vice versa*, in the third adding more notes, and in the fourth treating the third as the second treated the first. A few more notes and then the melody comes again right at the top, accompanied by running scale passages

under it, after which part of the melody is heard at the bottom (bass) and the scale passages at the top (treble). When the parts are inverted like this they are said to be "treated by inversion." This brings us to another connecting passage, with an ending like the previous one, and this concludes the second part of the movement. The third and last part consists of an elastic recapitulation of the first part—first subject, connecting passage; second subject (this time not wandering away from home in its key), codetta (this time dwelling upon its opening theme and omitting the triplets with which it originally finished), and quietly we are led into the first subject again. The coda which follows the first subject touches upon many previous features, including the downward scale rush to the held chord, and then its boisterous mood is interrupted by a short phrase played softly, a reminiscence of the last few notes of the first subject (compare the coda at the end of the first movement of Beethoven's "Eroica" Symphony, EDUCATION OUTLOOK, May, 1924); this is repeated an octave higher, and is followed by another rapid scale rush, and we are at the end of the movement and of the Sonata.

If we now look at the form of this movement we shall see that it consists of a first part containing first subject, connecting passage, second subject, codetta, and first subject again; a second part containing the episode; and a third part consisting of a restatement of the first part, and a coda. Here we have "modern rondo" or "rondo-sonata" form. Compare it with a simple rondo (the Adagio), and also with first movement or sonata form ("Eroica" Symphony, EDUCATION OUTLOOK, May, 1924; or Mozart Quartet in E flat, EDUCATION OUTLOOK, September, 1924).

A sonata is a work for one, or at the most two, solo instruments, and is in three or four movements, of which nearly always at least one is in first movement form (sonata form). When such a work is for more than two instruments it is called a Trio (three), a Quartet (four), etc., etc.—or a Symphony (full orchestra), or a Concerto (full orchestra and a solo instrument).

Things we have noticed:—Adagio Cantabile, Rondo form, Four contrasted rhythms in the subject, Contrapuntal, Modern Rondo or Rondo-Sonata form, Comparison with the old or simple Rondo, Sonata, Trio, Quartet, Symphony, Concerto, Beethoven (EDUCATION OUTLOOK, May and June, 1924).

EDUCATION ABROAD.

Educational Notes from India.

Sir Asirtiesh Mukherjee, who has made the Calcutta University the premier university of Asia, so to speak, is no more. His death is an immense loss to education in Bengal.

Mr. B. N. Basu, Vice-Chancellor of the Calcutta University, is dead. Mr. Justice Greaves, of the Calcutta High Court, succeeds him.

In memory of his deceased brother, Mr. S. P. Gupta, of Benares, has transferred all his properties, worth some ten lakhs of rupees, to a board of trustees, who have been directed to use 5,000 rupees monthly for advancing literary and technical education. Institutions which will take help from the trust fund must carry on education through Hindi, and must not take any assistance from Government.

The Mysore Government have sanctioned two scholarships of the value of £250 each, open to Mysoreans only, for studies in foreign countries. One of them is for higher medical studies, and the other will go to a lady for the study of the organisation of the education of women.

The Madras educational authorities have adopted a scheme of medical inspection of schools under their jurisdiction. The idea is to secure the improvement of the health of boys and the general sanitary condition of schools.

The scheme for the establishment of a Rajputana University at Ajmere is held up for the present. The promoters are considering their scheme very carefully and will do nothing till the proposed Agra University scheme is published in detail.

The Nagpur University Sports Committee have drawn up a scheme for an athletic tournament to be held at Nagpur in December next.

The University proposes to start a University Training Corps in the Central Provinces on lines of similar corps at Allahabad, Calcutta, and elsewhere.

Owing to strong opposition from the public, the residential university scheme at Patna has been dropped by the Behar Government.

It is stated that Mr. Hartog, Vice-Chancellor of Dacca University, will return home on completion of his period of service. An Indian, with European university qualifications, will very likely succeed him.

An institution for teaching Indian philosophy has just been opened at Poona. The Mimansa Mahavidyalaya, as it has been named, is the first of its kind in India. An "Agnhotra shala," where practical demonstrations will be given, has been attached to the institution.

An interesting review of education in India in 1922-23 is issued by Mr. J. A. Richley, Educational Commissioner with the Government of India. It summarises the developments recorded in various provincial reports. Among other matters, the note on the working of the system of compulsory education in India makes very interesting reading.

Proposals are afoot to establish a university at Nepal. Nepal has an Intermediate College, attached to Patna University. Nepalese students are mostly to be found in Calcutta and Patna.

A resolution was recently passed by the Assam Legislative Council recommending that charka-spinning be introduced in all primary schools of the province, the Government to supply the charkas and raw material.

The Government of Bengal have accepted the scheme of a Mohammedan college in Calcutta. The college will teach up to the B.A. standard in arts. The Calcutta Madrassah will continue, but will be brought into a close contact with the proposed college, the principal of which will control both the institutions.

Sir Fazulkhoy Currimkhoy has offered to the Bombay University ten lakhs of rupees, in Government paper, for an endowment of university scholarships for Mohammedan students of the Bombay Presidency who may like to go to foreign countries for higher education in medicine, philosophy, ancient history, Arabic literature, town planning, and technological and industrial subjects.

The Secretary of State for India has sanctioned the abolition of the Indian Army Educational Corps. It is understood that the general policy that education shall form an integral part of Army training will not, however, be affected thereby.

The Coimbatore Municipal Council have, against the opinion of the Educational Officer, asked the Municipal Educational

Sub-committee to select portions of nationalist songs to be taught in schools under the municipality.

Charka spinning will be taught in all schools under the management of the Calcutta municipality. The Travancore State also has made spinning a compulsory subject in all schools under its control.

Education in Ceylon.

Remarkable progress in the matter of education has been made in Ceylon during the past three years, under the inspiration and practical guidance of the Governor, Sir William Manning. Government and assisted schools have increased by 125, or 4 per cent., while the increase in the number of pupils in such schools has been no less than 49,059, or 13 per cent. Grants towards assisted schools have been raised within the same period by Rs. 1,213,594, or 75 per cent., while the increase in the value of scholarships has been Rs. 21,988, or 34 per cent.

The inauguration of University College was an epoch in higher education; and the University of Ceylon has now been safely and surely established. The Legislative Council has voted three million rupees for the Building and Development Fund of the University, and the Government has at the same time set aside an area of 95 acres for the University site. Speaking of the progress thus made, the Principal of University College says: "University College has now definitely established its place in the organised life of the community and the University is no longer a problematical proposition, but an assured scheme which should come to fruition of actual material existence in the space of three or four years."

A Berlin Conference on History Teaching.

A handsome and spacious chamber of the Schöneberg Town Hall, Berlin, was daily filled with an earnestly attentive audience of elementary and secondary teachers on October 2 to 4. The occasion was the meeting of the International History-teaching Congress, convened by the League of Radical School Reformers (*Bund Entschiedener Schul-reformer*, founded 1919). In a previous issue of the EDUCATION OUTLOOK reference has been made to the books written by a most enthusiastic leader of the Bund, Dr. Siegfried Kaweran, of Charlottenburg. Kaweran and the Bund's president, Paul Oestreich, and their colleagues constitute the vital growing-point of German education to-day. They seek a new freedom and spontaneity. The schools of all civilization need these impulses, but German schools more than others. Not only does the League try to idealise handicraft and farm-work, etc., in "Production Schools" (in sympathy with Kerschensteiner, of Munich). It also urges German teachers and German youth towards a larger and more fraternal international outlook. This latter element in the League's programme lent peculiar interest to the October congress. Not only did it inspire the addresses delivered by Kaweran and Oestreich; by Honigshheim, of Köln; Strecker, of Darmstadt; Kessler, of Berlin; Klemm, of Dresden; Wuessing, of Berlin; Friedrich, of Hamburg; and Otto Tacke, of Stettin, it brought contributions from abroad. Mr. Abdullah Yusuf Ali, a Cambridge M.A., and a disciple of Islam, spoke on "India and Europe." Orestano, the well-known Professor of Philosophy and writer on Leonardo Da Vinci and Kant, sent from Rome a paper on Pan-Europe. At a Congress session held in the old Herrenhaus of the Prussian Landtag, a Chinaman, Yuen Pei Tsai, spoke on "China and Europe." English views were expressed by A. J. Grant (Professor of History at Leeds University) in a paper on "England and Germany," and by F. J. Gould, in a paper on "The Ethical Aim of History-teaching." From France came an essay on French-German cultural affinities; and M. Ferdinand Buisson, one of the leaders of the French Radicals, and advocate since 1882 of *La Mowale Laïque*, came personally to emphasize, in eloquent terms, the international ideal. It may be confidently affirmed that educationists who wish to keep in touch with the best progressive experiments in Germany may learn all that matters from the monthly organ of the Bund, *Die Neue Erziehung* (pub. Schwetzsche u Sohn).

An ample report of the Congress will appear early in 1925, and meanwhile Dr. Siegfried Kaweran (Charlottenburg, 18 Königin-Luise Strasse) will gladly give information about the Bund and its activities.

ASSOCIATION NEWS.

The Teachers Council.

The October meeting was held as usual on the third Friday of the month. It was announced that the number of applicants for admission to full registration is now well over 75,000, and that the new arrangements regarding the List of Associate Teachers and the List of Provisionally Registered Teachers are being made known. The Council considered a series of important resolutions received from the Executive of the National Union of Teachers and decided to refer them to the General Purposes Committee for detailed discussion. These resolutions concern the important question of the relations between the Council and the Board of Education, and express the view that registration should be obligatory upon all teachers who seek posts of responsibility.

The Education Guild.

The Education Guild has arranged two discussion meetings on educational subjects to take place at the Guild, 9, Brunswick Square, W.C.1., during the autumn. The next of these meetings will be held on Wednesday, 5th November, at 6-30 p.m., when Dr. T. H. Spencer will speak on "Commercial Training in Secondary Schools." Sir William Beveridge, K.C.B., will preside.

Although these discussions are primarily intended for members of the Guild, non-members interested in the matters under discussion will be cordially welcomed.

The Child-Study Society.

The Society has issued the programme of lectures and discussions for the autumn. These are held at the Royal Sanitary Institute, 90, Buckingham Palace Road, beginning at 6 p.m., and the programme of remaining lectures includes:

- Nov. 13th—"Women Police Work among Children." By Commandant Mary Allen. Chairman: Letitia Fairfield, C.B.E., M.D.
 Nov. 27th—"Education and Rhythm." By J. J. Findlay, M.A., Ph.D. Chairman: F. H. Spencer, D.Sc., LL.D.
 Dec. 4th—"Some Physical Causes of Mental Deficiency." by Octavia Lewin, M.B., B.S. Chairman: R. Langdon-Down, M.A., M.B., M.R.C.P.

Proposed National Council of Education for Wales.

On October 2nd, a deputation appointed by the Executive Committee of the Conference of Local Education Authorities to further the demand for a Welsh National Council of Education met the Welsh M.P.s in one of the committee rooms of the House of Commons, Lieut.-Colonel Watts Morgan, M.P., being in the chair. The deputation consisted of Mr. William George, the Hon. W. N. Bruce, Alderman D. H. Williams, Dr. T. H. Morris, Alderman Ivor Gwynne, Alderman Hopkin Morgan, and Mr. W. Edwards (Chief Inspector). The object of the deputation was to find out where the Welsh members stand in regard to the matter, and they were asked to interest themselves in it. Mr. George outlined the scheme, which, he said, had been mooted for a number of years. A Departmental Committee had reported in its favour, and had also given a plan. The Local Authorities, with one exception, were favourable. The matter was further dealt with by the Hon. W. N. Bruce, and a number of questions were put. The members promised to consider the matter and let the deputation know in the course of a short time what steps it was proposed to take to bring about the desired result.

Messrs. Methuen and Co.

At a meeting of the Directors of the publishing firm of Methuen and Company, Ltd., held recently at 36, Essex Street, Strand, certain changes were made, consequent upon the death of Sir Algernon Methuen and the resignation of Mr. G. E. Webster.

Mr. Webster, who has been Managing Director since the formation of the Company in 1910, desires to take the present opportunity of giving effect to arrangements for his retirement which had been previously under discussion.

In the reconstruction of the Board Mr. E. V. Lucas, who is one of the original Directors of the Company, becomes Chairman, and Mr. C. W. Chamberlain, who has been on the staff since 1896, Managing Director, assisted by the other two Directors Mr. F. Muller, who also joined in 1896, and Mr. S. Killby, who joined a year later.

THE COLLEGE OF PRECEPTORS.

A large number of members of the College and their friends attended a reception and dinner at the Connaught Rooms on the 17th of October, to celebrate the seventy-fifth anniversary of the incorporation of the College by Royal Charter. The guests were received by Sir Philip Magnus, President of the Council, and Mrs. F. S. Franklin.

Lord Gorell, in proposing the toast of "The College of Preceptors, coupled with the name of the Chairman," said that the College shared with the Teachers Registration Council the ideal of teaching as one of the learned professions, and had done much to bring about the realisation of that ideal. The College had also rendered great service in promoting the training of teachers. He hoped it would continue its efforts for the improvement of the existing arrangements for training. He had been trying to discover the true basis of happiness, and had arrived at the conclusion that the only happiness that endured was that which came from service. If that conclusion was right he thought there could be no more conspicuous example of happiness than in the Chairman, for the whole of his very long life had been devoted to serving, in the widest sense, his fellow men.

Sir Philip Magnus said it was impossible to exaggerate the importance of providing a wide and generous training for teachers; and he hoped that in future the Universities would take a larger share in such training. It was a matter of grave concern that children owed so much of their upbringing to the State rather than to their parents; and it would be for the betterment of education in this country to give further encouragement to those independent schools and institutions which do not at present receive any grant from the State. He read a letter from the Rev. J. O. Bevan in which, after stating that he had intended to leave a sum by will in order to found a prize to mark his long connection with the College, Mr. Bevan said that he had now decided to hand over a sum of £100 at once to the College for that purpose.

Mr. Frank Roscoe in proposing "The Universities" said that there was an impression that Universities existed only for the purpose of granting degrees. That misconception was illustrated by the remark of a Member of the House of Lords that we could not all be Bachelors of Arts and that if we could we should not be any happier for it. The Universities were centres of culture and their real function was to give people an opportunity of acquiring aptitude in the things which were for the benefit of mankind. It was sometimes suggested that Universities were places where people idled away their time; but he thought that it was beneficial for people on the threshold of life to have an opportunity for reflection and meditation before going into the competitive work of commerce or a profession. He congratulated the University of London on having appointed a great archaeologist as their Vice-Chancellor. The Universities were and always had been the seed-plots of democracy. So far they had been free from State-control and he hoped they would remain so.

Professor Ernest Gardener, Vice-Chancellor of the University of London, said that a University was not a building, but men. Yet he hoped that before long the University of London would possess a building of its own. The older Universities and the new were very different in many ways, but their objects were the same. The College of Preceptors was one of the greatest influences in connection with the Universities, its work having included the organization of the teaching profession. He hoped with Sir Philip Magnus that the training of teachers would become wider and deeper and more liberal, and that at no distant time all teachers would be given an opportunity of obtaining a university training.

The Right Hon. J. F. P. Rawlinson, in proposing "The Visitors," referred to the work of Lord Emmott as Chairman of the Departmental Committee on School Teachers' Superannuation, to Lord Gorell's work as Chairman of the Teachers Registration Council, and to the appointment of Professor Ernest Gardener as Vice-Chancellor of the University of London.

Lord Morris congratulated the College on its long and useful career. Newfoundland felt greatly indebted to the College for its conduct of the examinations, for which all the public schools sat once a year. He wished the College long life and continued success.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

Although much time and attention have necessarily been devoted to the salaries question since the last issue of these notes, the Executive of the Union has not neglected the educational side of its work. Such matters as education in rural areas, the staffing of mixed schools, the employment of "supplementary teachers," the school leaving age, the size of classes, secondary education, and the League of Nations have also received considerable attention. With regard to rural education the Executive adopted a resolution sent up by its advisory committee favouring the provision of central schools in suitable areas to receive children over eleven years of age and to provide facilities for their continued education to the age of sixteen. The Executive also decided to press for the immediate raising of the school leaving age to fifteen. At present the extension of the leaving age from fourteen to fifteen is left to the discretion of the local authority. The Executive, feeling there is small hope of any general local movement to raise the age, is pressing that it be raised by statute. In discussing secondary education the general raising of school fees was deplored and a decision to press for an immediate reduction was registered. Also it was decided to press for more free places and a considerable extension of general facilities. In order to seek the co-operation of the Teachers Registration Council in work for the improvement of the teachers' status a series of resolutions was adopted and sent to the Council. These are now under consideration by that body.

The Burnham Committee.

In the October issue of these notes I foreshadowed the position very much as it is to-day. I said that as an outcome of the meetings of the "Exploring Committee" it was possible the full Burnham Committee would decide "to hold no further meetings." The position is not quite as bad as that, but undoubtedly it is very serious. The Elementary Schools Burnham Committee has failed to agree, and its chairman (Mr. Bruce, in the absence of Lord Burnham) will report the fact to the President of the Board of Education. The Secondary and Technical Schools Committee are, however, still in being, the teachers having agreed further to consider methods. It is anticipated that failure to agree, in their case, has only been delayed.

I think it should be known that the Union's representatives on the Elementary Schools Committee made every effort to keep their Committee in being. They asked that a deputation of leaders to the Board of Education should precede any decision to break. The authorities' panel refused to take part in such a deputation. They then asked that the Committee should adjourn until the N.U.T. had taken the opinion of a general conference of its members. The authorities' representatives would not wait for that opinion. If the teachers' panel would not agree to an approximate 10 per cent. reduction on the Standard Scales the authorities' panel would not go on with the work. The teachers would not agree and so at the moment the Burnham Committee has ceased to function so far as primary school teachers' salaries are concerned.

The Policy of the Union.

The Executive held a special meeting on 18th October, and decided that the position must be reported to a full conference of members. A conference has therefore been summoned to meet in London, at the Kingsway Hall, on Saturday, 15th November. Representatives to the conference will then have full opportunity to accept or reject the Executive's decision to refuse to negotiate on the basis of a 10 per cent. reduction. If the minds of teachers in all parts of the country are revealed in the many resolutions which have reached Hamilton House approving the Executive's policy, the 10 per cent. reduction will be turned down by an overwhelming majority. A desire to continue negotiations on the basis of reductions, if expressed at all, is most likely to come from teachers representing areas where salaries are even now far below what they should be under the current agreement. These teachers feel their only safeguard is the Burnham Committee. They fear that without its restraining influence reductions of the most drastic nature are inevitable in their areas. There will be no desire among representatives from the big towns to break away from Executive policy. Urban teachers are solid in their determination to resist reductions.

The Immediate Outlook.

The Union leaders do not despair of the future. In their opinion hope of a national settlement need not yet be abandoned. They believe the authorities and the teachers may be brought together again. The President of the Board, whoever he may be after the general election, may feel it his duty to summon a further meeting of the Committee, or he may decide to take some other course. The teachers' representatives are not unreasonable. They are willing to argue their case against further reduction before any impartial authority. Up to the present the local authorities have given no reasons for their demands. They haven't argued their case. They have only stated their determination to reduce. Should no intervention from outside take place, Lord Burnham himself may take a hand. He was in South Africa when the break occurred, but is due to return early in November.

In the meantime the Executive, although hoping for the best, are preparing for the worst, *i.e.*, a return to local bargaining. Meetings of teachers are being convened in the local areas, and these meetings will be advised by members of the Executive. A great mass meeting of London teachers, held on 21st October, resolved unanimously to support the Executive of the Union in its policy.

The N.U.T. and Secondary School Teachers.

In *The Schoolmaster* of October 24th the following note appears:—

"In last week's issue we made reference to the decision of the Secondary Teachers' Panel to refer to the exploring sub-committee proposals which would give a total ultimate reduction approximating to 10 per cent. in secondary schools teachers' salaries. We have reason to understand that much more was read into our comment by secondary schools teachers throughout the country than we meant to convey. A feature of the negotiations on the Burnham Committee has been the close co-operation between the teachers' representatives on the several Panels—primary, secondary and technical. Although the Primary Panel at the last meeting of the Committee definitely turned down the proposed 10 per cent. reduction and the Secondary Panel decided as we reported, it does not necessarily follow that both Panels will not ultimately reach the same conclusion. For the rank and file of the secondary school teachers to assume otherwise is not justified by the facts. It is our expectation that as from the beginning there will be continued to the end that uniform policy between the Teachers' Panels on the several committees which has been so marked a feature of the proceedings."

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

November, 1849.

(From a Letter to the Editor by "Preceptor.")

"I am curious to know how far prevails in this country the custom of defraying more or less of the expenses of a family trip to the country or the sea-side by the saving-fees consequent on the detention of pupils from school during the Quarter following the Midsummer Vacation.

"It has occurred to me that it might be well for Teachers to state in their Prospectus, either that such family trips are charged extra, along with books, stationery, etc., or that they are included along with Classics and Mathematics in the ordinary school terms.

"At all events, such excursions ought not to be made at the Teacher's expense, without his concurrence previously obtained."

BLUE BOOK SUMMARY.

Education for Paper Making.

There was issued last September by the Board of Education a report, which seems not to have received much notice by the educational journals or in the general Press—"A Report of H.M. Inspector on Technical Education in England for the Paper Making Industry." It is worth reading, not only by those engaged in the industry, but by anybody interested in the progress of technical education in England. In an interesting introductory section we may learn a number of useful facts about paper making. The Census of Production in 1907 gave the output of paper as only £4,500,000 sterling, as compared with £49,500,000 for engineering. We are given a brief outline of the development of the industry in this country since John Tate set up his mill at Stevenage, in Hertfordshire, about 1495. By 1800 there were about 500 mills in the United Kingdom, and the paper was made from rags by hand; but after Robert's invention in 1798 machine-made paper gradually took the place of hand-made—though about 2,600 tons of it were made in 1920. The 500 mills of 1800 had decreased in number to 280 in 1880 and 217 in 1922—but that only means that they were larger in size.

The output of paper in 1800 was 11,350 tons; now, according to a pamphlet issued by the Paper Makers' Association, in 1924, it is over one hundred times as much, an increase on 1920's 1,211,600 tons. This was made up of (i) "newsprint," 442,000; printing and writing papers, 468,000 tons; wrapping and packing, 299,000—these in addition to the 2,600 tons of hand-made. The present output of "newsprint" is probably 550,000 tons per annum. The estimated number of insured workpeople in the industry in 1924 is about 43,480 (11,470 women and girls). Of these 3,930 are under eighteen years of age. Only about 500 are engaged in making hand paper. Here it is interesting to learn that the old-fashioned system of apprenticeship still holds—no boys being taken on except as apprentices, and such they remain for seven years. Only one apprentice is allowed for each vat at work. In the machine-made paper mills there is no such limitation and apprenticeship in the larger branch of the industry is dead.

Section II of the Report deals with the educational requirements of the industry, which is mainly dependent on engineering and to a smaller extent on chemistry. Section III sets out the existing provision of education. Full time courses of three or four years are provided at the Municipal College of Technology, Manchester, and at the Battersea Polytechnic, London. There are part-time courses here also, and in four other centres—two in Kent (Dartford and Maidstone), one in Lancashire (Bury), and one in London (the L.C.C. School of Photo Engraving, etc., in Bolt Court). The total number of part-time students in 1922-23 was approximately 200—out of approximately 35,000 males employed in paper making.

The Report devotes a section to a general criticism of the existing educational provision. In Yorkshire, Hertfordshire, Buckingham, Hampshire, Somerset, Wiltshire, and the Midlands there is none at all; and Section VI gives a summary of the chief recommendations.

(i) There should be two centres for advanced instruction at Manchester and London.

(ii) All boys entering the mills at 14-16 should be encouraged to attend preliminary courses in English, mathematics, drawing and elementary science in an evening continuation school for two years; this to be followed by suitably grouped courses in engineering, chemistry and paper making for three years in a local technical school.

(iii) Classes should be established in certain districts (Yorkshire, e.g.) where no instruction is now provided, and where students could be reasonably expected. These might be intermittent, i.e., held for one or two sessions and then abandoned for three or four years.

(iv) Advanced instruction in a few centres (Manchester, e.g.) with travelling facilities for qualified students from neighbouring districts.

(v) Scholarships should be provided when financial conditions permit, to enable promising students in evening classes to attend full-time day courses for two or three years at a Technical College providing highly specialised instruction in paper technology.

(vi) There should be a grouped course certificate recognised by the industry; and finally the Report suggests the setting up of local advisory committees.

COMPETITIONS.

SEPTEMBER RESULTS.

I. "He is the best teacher who does not teach."

This theme, taken of course from Rousseau, evoked a number of interesting essays. The most direct and convincing were those sent by

MISS FRANCES MARY WALMSLEY, ASHDOWN PARK,
COLEMAN'S HATCH, SUSSEX, and

MR. W. D. ROBERTS, WALFORD HOUSE, FOLKESTONE,
between whom the prizes are divided equally.

II. Ten Favourite Characters in History.

Our competitors showed a natural preference for the picturesque. Those who attempted to give reasons for their choice sometimes gave reasons which are too picturesque. One boy admires Guy Fawkes because "he proved the value of gunpowder." Another says that Cardinal Wolsey invented the navy, while one includes Henry VIII because "he spent his money on dress."

The Prizes are divided between

JACK ALLINGHAM SHEPHERD and CLAUDE LIDBETTER,
both of the PROPRIETARY SCHOOL, GRAVESEND.

NOVEMBER COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of Half a Guinea are offered for an essay of 1,100 words or less on

School Examinations.

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for

A Drawing of Guy Fawkes.

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of December, and the results will be published in our January (1925) number.

A FIRST TEXT BOOK OF BRITISH HISTORY: by G. H. Reed, M.A.
Part III: Modern Times, 1714-1914. (A. and C. Black. 1s.)

This is a cheap and useful little school book, printed in bold type, arranged in short titled paragraphs, with illustrations, "dates to remember" (too many of them battles, but that is in the story), exercises on the text, map exercises, and a time chart. A very practical little volume. R. J.

SCHOOLS, COLLEGES, AND UNIVERSITIES.

Oxford and a State Grant.

At Oxford a decree was brought forward in Convocation recently under which the University agreed to pay certain sums out of the Government grant for a period of three years to certain college laboratories which undertook part of the University teaching in different departments of chemistry.

The decree was proposed by Mr. A. Jenkinson, Fellow of Brasenose College, who stated that the scheme as proposed would make full use of all the existing resources for the teaching of chemistry within the limits of the University. He argued that the only alternative scheme which had been suggested, namely, to build a large new laboratory, would cost the University at the least a hundred thousand pounds.

Professor Townsend opposed the motion, and argued that the Government grant was given for University purposes, and it was expressly provided by the Royal Commission that it should not be used for the benefit of colleges.

The decree was carried by 105 votes to 21.

London University Departmental Committee.

The President of the Board of Education has appointed the following to be a Departmental Committee to consider the Final Report of the Royal Commission on University Education in London, dated March 27th, 1913, and, having regard to present circumstances and after consultation with the persons and bodies concerned, to indicate what are the principal changes now most needed in the existing constitution of the University of London, and on what basis a Statutory Commission should be set up to frame new statutes for the University:—The Right Hon. Lord Ernle, M.V.O. (Chairman), Sir Robert Blair, Mr. R. L. Eason, C.B., C.M.G., M.D., Mr. H. B. Lees-Smith, Sir Henry Hiers, F.R.S., Professor A. F. Pollard, Sir Amherst Selby-Bigge, Bart., K.C.B., Miss K. Wallas, and Mr. C. H. Wood, M.C., as Secretary.

In connection with this announcement the Senate of the University held a special meeting on October 9th, and resolved that the President of the Board should be respectfully reminded that the Senate was not consulted as to the reference to the Haldane Commission, not represented upon it, nor gave evidence before it, and that the Senate is of opinion that such changes in the organisation of the University as are necessary may be more readily effected by amendments promoted by the University than by a statutory revision of the University as constituted. The Senate will be prepared to furnish any information desired by the Departmental Committee, and hopes the interests concerned will have an opportunity to put their views before the Departmental Committee.

Maria Grey Training College.

On Friday and Saturday, November 14th and 15th, at 7-45 p.m., the staff and students will present two plays in aid of the Hostel Fund. One play is by Anatole France—"The Comedy of the Man who Married a Dumb Wife"; the other is by Beatrice Mayor—"Thirty Minutes in a Street." The programmes are obtainable from Miss Meiklejohn, at the College, Salusbury Road, Bronesbury, N.W.6, at a cost of 3/6, 2/4, or 1/3 each. A pleasant evening is assured to those who attend this effort in self-help.

Westminster Training College and Degree Students.

The authorities of the Wesleyan Training College, Westminster, of which Dr. H. B. Workman is the Principal, have decided to restrict admissions, as a rule, to men qualified to read for University degrees. The college opened for the session 1924-1925 on September 23rd, 1924, with seventy-two new students, which number includes four graduates reading for their diploma in education, twenty who have already passed the London intermediate, forty-seven with London matriculation and one higher school certificate without matriculation.

With twenty-eight students in their third year and fifty-seven in their second year, the courses arranged for the session include thirteen graduates reading for the diploma in education, five for London degrees in honours, seventy-three for final B.A. or B.Sc., forty-one for intermediate B.A. or B.Sc., twenty-seven for the final examination conducted by the Board of Education.

The University successes in 1924 gained by Westminster College students were ten London B.A. (one with honours), five London B.Sc. (three with honours), one London B.Com., nine intermediate science and three intermediate arts. Ex-students (1924 successes) include two M.Sc., four B.A. honours and one pass, four B.Sc. pass, one B.Sc. in engineering.

PERSONAL NOTES.

Sir Robert Blair.

The late Chief Education Officer of the L.C.C. obtained 377 votes in the election for Chairman of Convocation of London University. His successful rival was Professor Loney, who secured 430 votes. Sir Robert was nominated as the Liberal candidate for the Harrow Division and he has been appointed Chairman of the Liberal Advisory Committee on education.

Professor G. C. Moore-Smith.

The Council of the University of Sheffield has conferred upon Dr. Moore-Smith the title of Emeritus Professor of English following his retirement from the active duties of the chair.

Mr. Donald P. Shaw.

We regret to record the death of Mr. Donald Patrick Shaw, M.A., D.S.O., a house-master at Westminster School. He was educated at Thame Grammar School, of which his father, the late Dr. W. A. Shaw, was headmaster. After graduating in history at Balliol he was an assistant master at Weymouth College from 1910 to 1912, when he was appointed to Westminster. During the war he served with the Dorsetshire Regiment, attaining the rank of major and being seriously wounded. He leaves a widow and one daughter.

Mr. A. Spencer.

Mr. Augustus Spencer, who was for 20 years Principal of the Royal College of Art, South Kensington, died on October 4th, at Silsden, near Keighley, at the age of 64. He was a half-timer in a mill, but gained scholarships at the Keighley School of Art and then at South Kensington. After holding in succession the headmasterships of the Coalbrookdale and Leicester Art Schools, he was appointed to the Royal College in 1910, and retired in 1920.

Dr. Daniel Biddle, M.R.C.S.(Eng.), L.S.A. (Lond.).

Miss Constance I. Marks writes: "Many readers of THE EDUCATION OUTLOOK and EDUCATIONAL TIMES will hear with regret of the death of a man who was for years closely connected with the journals as contributor to and editor of its mathematical columns and the allied volumes of the Mathematical Reprint. I refer to Dr. Daniel Biddle, M.R.C.S.(Eng.), L.S.A.(Lond.), who died in September at the age of eighty-four. A busy doctor, he found time to carry on a large practice, to identify himself with the promotion of schemes important to the public health of Kingston-on-Thames, where he spent the greater part of his life, and also to devote himself with enthusiasm to the study of mathematics. Dr. Biddle was specially attracted by pure geometry and by that section of the higher arithmetics which deals with the factorization of large numbers. In the latter he initiated an original method which bears his name and when completely developed will yield results of the greatest value. Dr. Biddle was also an expert in statistical work and a member of the Royal Statistical Society. He took part in preparing the four special reports issued by the General Medical Council between 1885 and 1887.

Mr. C. W. Crook, M.P.

The victory of Mr. C. W. Crook in North East Ham will be welcomed by teachers. As a former headmaster and present official of the N.U.T. Mr. Crook is a resolute advocate of educational advance. He was defeated in the 1923 election by Miss Susan Lawrence.

Dr. T. J. Macnamara.

After representing a division of Camberwell for many years past, Dr. T. J. Macnamara has suffered defeat. He entered Parliament as a teacher candidate with the warm support of the N.U.T., of which body he had been President. He was also editor of *The Schoolmaster*. In Parliament his official work has been connected with the Navy and with the Ministry of Labour.

Mr. C.P. Trevelyan.

Regardless of party ties, all teachers will welcome the return of Mr. Trevelyan after a strenuous fight in Central Newcastle. Other former Presidents who have been successful are Mr. E. F. L. Wood and Mr. Arthur Henderson.

NEWS ITEMS.

A Strike of Teachers.

Austrian teachers have been claiming salaries equal to those paid by the Vienna Socialist municipality. As the Government are unable to comply with the demands of the teachers on account of restrictions and economy in the reconstruction budget, all teachers in Austria, with the exception of the Vienna teachers, have struck work.

Married Women Doctors in London.

The London County Council recently considered a proposal that the standing order as to married women not remaining in the Council's service should apply in future to married women doctors.

The General Purposes Committee reported that in the Public Health Department there were 34 women doctors, of whom three are married, and the proposal would not apply to the latter, as they had had valuable experience of school medical work.

Dr. Scott Lidgett proposed and Miss Wallas seconded an adverse amendment, but this was defeated by 59 to 27 votes, and the Committee's recommendation was agreed to.

People's High Schools for Ireland.

The *Manchester Guardian* states that there is a likelihood that people's "high schools" on the pattern of those which have done such important adult educational work in Denmark may be started in Ireland. The secretaries of the Teachers' Association and of the Farmers' Union are discussing the matter, and the Free State Ministry of Agriculture is watching the possibilities of developments with interest. Mr. Peter Manniche, Principal of the People's International College at Elsinore, has just paid a visit to Dublin, and his lectures on the school system founded by Bishop Gruntvig have helped to stimulate interest.

Conference on Married Women Teachers.

A conference, organised by the Fabian Women's Group, took place recently to consider the problem of the married woman teacher. The legal aspect was dealt with by Mrs. Helena Norman, the medical by Dr. Octavia Lewin, and the social and economic by Mrs. Kate Dice. After an interesting discussion which revealed numerous cases of hardship, the conference resolved that the Board of Education should be urged to use their influence to discourage local education authorities from dismissing, or refusing to appoint, married women teachers solely because they are married. It was further decided to interview members of Parliament and members of local education authorities, in order to gain their support against the arbitrary dismissal of married women teachers.

Infectious Disease and School Closing.

At a recent meeting of West Hartlepool Education Committee a circular letter was received from the Board of Education, stating that there being a consensus of medical opinion that as a general rule the best method to prevent the spread of infection during an epidemic was the careful exclusion of individual children, and not the closing of the whole school or departments, the Board would in future not regard the prevalence of an epidemic as reasonable ground for closing a school by the voluntary action of the Education Authority, save where the school medical officer advised or approved such a course on purely medical grounds.

Absences of Teachers.

A recent issue of the *L.C.C. Gazette* contains some very detailed instructions to head teachers reporting the absence from duty of any member of the staff. Great care is to be taken that no half-day's absence may be overlooked at the chief office. Absence for the removal of household goods is to be carefully scrutinised, and the Council is to be informed "whether the teacher is a householder or tenant of unfurnished apartments." Absence caused by the illness of a relative is to be very carefully weighed up. Head teachers must state the "actual relationship and also whether the illness was considered serious." Also, in reporting absence due to the death and funeral of a relative, not only the actual relationship must be stated, but the date of the funeral.

LETTERS TO THE EDITOR.

**University Education in London.
The Rising Generation.**

Sir,—The article by Mr. Troup Horne in the October issue of *THE EDUCATION OUTLOOK* would make it appear that there has been some dire conspiracy amongst the London Graduates to render the proceedings of Convocation dry, arid, uninteresting, and uninviting, and that the XXth Century Society of London Graduates is going to liven things up a bit. This is all the merest eye-wash and will deceive no one except those in whose eyes he wishes to cast the dust, viz., the younger school of Graduates, whose experience of Convocation is necessarily somewhat limited.

Mr. Troup Horne, as a former official of the University, and as the present Secretary of one of its Schools, well knows that the primary business of Convocation is not to provide an entertainment, nor to function as a debating society, but to act as the mouthpiece and watch-dog of the rank and file of the graduates; and he also knows that at any time since he became a member he might have tabled any motion on any subject which might in his opinion be discussed in Convocation; but unless I am much mistaken it has been a case of *parcus et infrequens cultus*, and it makes one wonder why, if the proceedings of Convocation were getting so dreadfully dull, he has not come forward with some inspiring motion or at least have made some "attempt to attract the average graduate." Perhaps Mr. Troup Horne has been awaiting the formation of the XXth Century Society of London Graduates, of which, I believe, he is the appointed Secretary, to awaken himself from this deplorable lethargy. But this hesitation and procrastination is not pardonable, for the Graduates' Association has been engaged for a quarter of a century in doing almost precisely the identical work which his XXth Century Society hopes to do.

Yours, etc.

T. M. THIRLBY,
Arts Faculty Secretary, University of
London Graduates' Association.

10th October.

Eurhythmics and Eurhythmy.

Sir,—The following letter has been sent to Mr. H. Collinson, of the Anthroposophical Society:—

"In reference to the letter on 'Eurhythmics and Eurhythmy' in the last issue of the *EDUCATION OUTLOOK*, may we point out that Monsieur Dalcroze's method is known in England as 'Dalcroze Eurhythmics,' and suggest that if Dr. Steiner's followers would adopt the same plan, and designate his method as 'Steiner Eurhythmy,' the confusion which now arises between the two systems would be obviated."

Yours, etc.,

For the Executive Committee of
The Dalcroze Society.

G. A. I.

7, Nicholas Lane, E.C. 4.
October 16th, 1924.

University Co-operation.

Dear Sir,—At the Conference of Universities of Great Britain and Ireland, held in 1922, Mr. H. A. L. Fisher, then President of the Board of Education, drew attention to the necessity of the observance by universities of a policy of co-operation and division of labour in respect of fields of work which lie outside the usual undergraduate curricula, especially those fields of pure and applied science in which the pursuit of new knowledge involves heavy expenditure on laboratory equipment. The universities, mindful of this principle, the application of which is facilitated by the quarterly meetings of their executive heads as a Standing Committee, have recently approved of the publication of a summary account of post graduation courses and specialist studies for the session 1924-25. This pamphlet, of which a copy is enclosed, is obtainable from the Universities Bureau of the British Empire, 50, Russell Square, London, W.C. 1.

Yours faithfully,

ALEX HILL, Secretary.

LITERARY SECTION.

BOOKS AND THE MAN.

REVIEWS.

Longmans.

Last month the firm of publishers now known as Longmans, Green and Co. completed two hundred years of business life, all carried on in Paternoster Row and on the same site as the business originally purchased in 1724 from the executors of William Taylor by Thomas Longman, then twenty-five years of age. He had come to London from Bristol as an apprentice to John Osborn, a bookseller in Lombard Street, and in due course he married his master's daughter. The system of apprenticeship seems to have been an effectual form of matrimonial agency in those days. The premises now known as 39, Paternoster Row, were then distinguished by the sign of a ship in full sail, a happy augury for the business, and one which was later adopted as a trade-mark.

In the current number of *The Edinburgh Review*, which has been connected with the house of Longman since 1802, Mr. Harold Cox has a most interesting and vivid article, written to celebrate the two centuries of activity. A strange feeling of permanence attaches to this record. Five years before Longman bought the business Taylor had published the first authentic edition of "Robinson Crusoe." Very soon we find Longman taking part in the publication of Lily's Latin Grammar, originally written in the reign of Henry VIII by William Lily, High Master of St. Paul's School, in collaboration with Dean Colet.

Among other memorable books which Longmans have published, or taken part in publishing, are Johnson's Dictionary, Locke's "Essay Concerning Human Understanding," the poems of Coleridge, Wordsworth, Moore, Southey, and Scott, and Macaulay's History of England. A mere list of the important publications of the firm would fill many pages, but those of us who are concerned with education will note with interest that the list includes Colenso's mathematical text-books, Salmon's "Conic Sections," Spencer's "Principles of Psychology," and Gray's "Anatomy." The last-named text-book has reached the twenty-second edition, the first having been issued in 1858. Bowdler's antiseptic edition of Shakespeare was published by the firm in 1859 and received warm commendation from Lord Jeffrey. After years of contumely the Bowdlerised Shakespeare has recently been commended by the Archbishop of Canterbury. Scientific workers are indebted to the firm for the publication of such books as Watt's "Dictionary of Chemistry," Sir Edward Thorpe's "Dictionary of Applied Chemistry," and Mellor's well-known text-books. The development of the business on the side of educational, scientific and technological works owes much to Mr. J. W. Allen, now a member of the firm. Trained as a schoolmaster, Mr. Allen joined Longmans in 1884 as head of the educational department, and he has achieved distinguished success in enlisting the services of competent authorities as writers of text-books. The firm of Longmans bids fair to last for many centuries and to extend its honourable record over many fields.

SELIM MILES.

English.

SELECTIONS FROM MATTHEW ARNOLD'S POETRY: Compiled by R. E. C. Houghton. (Methuen. 3s. 6d.)

"The time has come to revalue the Victorians. For about a generation they have received ridicule and contempt from cleverness and youth. This attitude may have been necessary to enable their successors to rid themselves of their incubus: it has not enabled those successors to produce literature on a level with that of the Victorian era." I wish Mr. Houghton had not added that last rather dogmatic phrase. In a preface to Browning it might pass muster, but before Arnold it arouses in one only derision.

Mr. Houghton has dealt excellently with his author. All the best of Arnold is here, but how little inspiring is that best. Arnold was a Christian Shelley, which means a repressed Shelley. Only twice in his life did he really raise his voice, when he produced his two immortal lyrics: "The Forsaken Merman," and the lesser known "The Last Word":

"They out-talked thee, hissed thee, tore thee.
Better men fared thus before thee:
Fired their ringing shot and passed
Hotly charged—and broke at last.

Charge once more then, and be dumb:
Let the victors, when they come,
When the forts of folly fall,
Find thy body by the wall."

Arnold was too often dumb, so seldom charged. His was the road of quiet, contemplative melancholy, and little that he wrote was bad, but still less was of the first class. Perhaps he is the most difficult of the Victorians to appreciate in this world of post-war extremes, when it is so easy to be deliriously happy or hysterically miserable. The poetry of to-day is the poetry of single lines that leap from the page with a kind of cruel beauty; but the poetry of Arnold is the long whisper of a man watching "The grey remainder of the evening out." But we—let us switch on the electric light, and put a record on the gramophone.

H. G. G.

AN EIGHTEENTH CENTURY ANTHOLOGY: With an Introduction by Alfred Austin. (Blackie. 2s.)

I cannot see that this anthology serves any useful purpose. Austin in his introduction rightly states that "The eighteenth century produced a body of poetry that may successfully stand comparison with that of any other period of literary history," but the anthology does its best to obscure that fact. It consists of a few long poems by a few great authors. There is here no Prior, no Gay, no Halifax, none of that excellent host of minor poets that graced the period, and finally no evidence of personal taste.

H. G. G.

TWO SCHOOL ANTHOLOGIES:

A BOOK OF ENGLISH POEMS GRADED FOR USE IN SCHOOLS:
Part I: J. H. Jagger. (University of London Press. 1s. 6d.)

A BOY'S BOOK OF VERSE: Allan M. Phillip. (Philip Allan and Co. 3s. 6d.)

It is sad in these days of enlightened English teaching to come across two anthologies such as these. Of the two I prefer Mr. Jagger's. It is presumably intended for the lowest forms of a school, and though there is much here of a rather tame prettiness, there is little to which one can positively object. That is to say, in the poems themselves. I can imagine no form outside a mental infirmary that could gain any pleasure from the drawings. "Poets," says Mr. Jagger in his introduction, "know how to paint pictures with their words, as a painter does with brush and colours," but he illustrates the poems with pictures of anæmic and sophisticated fairies from a School of Eurhythmics dancing on mis-shapen toadstools. Mr. Jagger also adds to some of the poems notes which are not only useless but impertinent. Take for instance this that heads one of the most beautiful of Nashe's songs: "The sound of this poem is like the sweet singing of the birds in April. The first verse tells of flowers, the second of the half-grown lambs, the third of the scented fields. But they all end in 'Cuckoo, jug-jug, pee-we, to-witta-woos.'"

Mr. Phillip is, I am afraid, beyond all hope. His is the typical anthology of a dozen years ago, when it was assumed that all a boy cared for in poetry was an exciting story, and devil take the style. Mr. Phillip also adds little notes to the poems, giving brief biographies of the various authors. We note with interest that Mr. Alfred Noyes, one of the few modern writers included, "is in the first rank of our living poets." We advise Mr. Phillip to leave poetry alone in the future.

H. G. G.

PEACOCK PIE: Walter de la Mare. A new edition, with embellishments by C. Lovat Fraser. (Constable. 12s.)

"Peacock Pie" has reached the position of an established children's classic. With "A Child's Garden of Verses," it shares the honour of fresh editions every Christmas. But Mr. de la Mare's is a greater work than Stevenson's. Stevenson, while a great craftsman in prose, had not the subtle artistry in verse that Mr. de la Mare possesses. We can enjoy Stevenson's book, when we grow up, sentimentally, by making ourselves again as children; but Mr. de la Mare's "Peacock Pie" contains beauties that are only revealed to us when we have left childhood behind. What child is there that does not love the "Song of the Mad Prince," but what child is there that can fully appreciate it?

"Who said 'Peacock Pie'?"

The old king to the sparrow.

Who said 'Crops are ripe'?"

Rust to the harrow.

Who said 'Where sleeps she now'?"

Where rests she now her head,

Bathed in eve's loveliness'?"

That's what I said."

Why should not English teachers cease drawing up anthologies for the lower forms of school and simply supply them with "Peacock Pie"?

Lovat Fraser's illustrations to this new edition are delightful, but they are not, I think, suitable. In Lovat Fraser's hands Mr. de la Mare's wicked, but not too terrifying, Chief becomes an incarnation of evil, a nightmare Restoration figure, a creeping beastliness, sufficient, I am sure, a dozen years ago to send me to bed in a panic.

A dozen new poems are also included in this edition, of which it is sufficient to say that they never fall below the standard which is set there.

H. G. G.

Classics.

HORACE: A New Interpretation: by Professor Archibald Y. Campbell, of Liverpool University. (Methuen and Co pp. 303. 12s. 6d.)

Professor Campbell bewails the disregard with which the works of Horace have long been treated, especially by modernity, and has undertaken "a re-examination of the whole series of Horace's works from a somewhat new standpoint . . . on the conviction that he is one of the world's first poets." This re-examination is conducted on very scholarly lines, but while it is of necessity academic, yet it is always highly readable and at no point dull and uninteresting. As such it should appeal both to the scholar and the cultured reader. The author's subject is vast, but he contrives admirably and without damage to compress it within the compass of a moderate volume. This same volume provides material enough for a very adequate understanding of all ancient poetic literature. In this literature Professor Campbell considers Horace "the most complete exponent of the classical conception of poetry." In the eyes of the ancients poetry was no mere catalytic agent; it was potent, and had a definite function, that of advancing the state spiritually and morally; hence the poet was as a teacher, and his duty was to teach or, as Professor Campbell puts it, "to train." This was the prime factor that moved Horace in his writings. Morally Horace may be deficient, but has anyone "made better poetry of the same moral material? In the world of literature he has no betters who are not also his spiritual superiors, and he has very few even among those." Read in this light Horace seems a new Horace; his inconsistencies, especially those supposed to occur in the odes, become consistencies.

Professor Campbell writes with an easy style; he can be light, almost flippant. Further he is nothing if not enthusiastic—and his enthusiasm is infectious: it never palls. Apt to be dogmatic, he is never overweeningly so. His is a captivating dogmatism. Resultingly his book has a peculiar charm. Such a volume is a boon. In those who do not know Horace it will excite interest

in an ancient whom all should read and love; for those who do, it will add a new flavour to pages that are ever fresh and spicy; and it will convert, inevitably so, anti-Horatians in numbers.

A. S. M.

THE SHORTER HERODOTUS: Books I—V: P. H. B. Lyon. (Bell. 3s. 6d.)

THE SHORTER TACITUS: Books XI—XVI: A. C. B. Brown. (Bell. 3s.)

LIVIANA: E. Purdie. (Cambridge University Press. 3s. 6d.)

READINGS FROM THE LITERATURE OF ANCIENT GREECE: D. Pym. (Harrap. 3s. 6d.)

GREEK PHILOSOPHY: M. E. S. Taylor. (Clarendon Press. 2s. 6d.)

There has always been a certain conflict of opinion among classical teachers as to whether Greek and Latin authors are more profitably studied in plain texts or in annotated editions. Something is to be said for both methods, and probably the best results can be obtained by a combination of the two systems, sometimes encouraging the student to read quickly without regard to those finer shades of language that give the classics their unique value, and sometimes concentrating on a close and careful study of every detail. Those teachers who are following the first method will find the two books at the head of this list very useful; for in them notes are reduced to a minimum—eight pages in the Herodotus to one hundred and sixty of text—and the price is reasonable. Those who are using the second method will be able to make Miss Purdie's book, with its full grammatical exercises, the basis for their own work.

These three are excellent examples of two different styles of school editions. The other two volumes are more intended for the general reader than for the young student, and admirably fulfil their purpose. Miss Pym's book, which is generously illustrated, follows on the lines of her "Readings from Latin Literature," reviewed in these columns last year. Miss Taylor, in the brief space of one hundred and forty pages, gives a brilliant summary of the progress of Greek thought from Thales to Aristotle. Her frontispiece, a cameo portrait of Socrates, is particularly charming.

F. A. W.

French.

A FIRST FRENCH READER: E. O. Wooley and H. L. Bourdin. (Heath. 2s. 3d.)

This collection of fifty short tales is interspersed with marginal illustrations. Each tale is followed by a "questionnaire." The first half of the book is told in the present, and the second in the past tense. There is a full vocabulary in both languages. The exercises can be obtained either bound with the reader or as a separate book. With the exception of the English sentences for translation they are written in French. The extreme simplicity of the stories, the logical development of the verb, the practical utility of the vocabulary, the exclusive use of the pronoun of address, *vous*, are certain features claimed for this book. An attractive little volume for preparatory forms.

P. L. R.

MY CLASS IN COMPOSITION: by Julien Bezar: translated and adapted from the French by Phyllis Robbins. (Cambridge: Harvard University Press. 12s. 6d. net. pp. 268.)

This volume, apart from its unquestionable ability, is of intense interest and well deserves to be labelled, as many books do not that are, a human document. It is written primarily with the high purpose of assisting "our young people to think honestly and to write clearly," and of seeking to inspire them with such an interest in their studies that they will resultingly carry away from them "some definite good." To achieve this the author has made a conscientious record both of his pupil's work and his own, in so far as composition is concerned. The first section deals with themes based on the observation of life as it is; the second with themes on life as reviewed through literature and history. Both kinds of subject are illustrated by samples of efforts composed by different pupils or by the class as a whole, followed by the pregnant criticisms of the master. And much is to be learned from these samples and criticisms.

The pages of this volume are of great value also because they reveal unconsciously the character of a very lovable type of man. Here is one, we feel, who teaches not as a machine, mechanically; not for self-glory, not as a mere nondescript member of the scholastic profession; but who teaches because his work is an inspiration and because he loves it, because he feels that his is a sacred trust and that he must not desecrate it. He lives for

and with his pupils, devotes himself to them wholly and without reserve, and he is the very soul of sincerity—

"L'homme candide et de probité vèin"

so to speak. Pupils under such a master are not fortunate: they are blessed. He never bullies them, never panders to them; he stands in their midst a great open-hearted father, commanding and worthy of respect.

Here then is no stilted diary proceeding on conventional lines; it is fresh, striking, original—as original, striking and fresh as the teaching methods of its author. It is a volume which should be in the hands of all who belong to this time-honoured profession, or who are interested in it; it is a volume that all parents ought to read.

The translator is to be congratulated on her admirable rendering of this most refreshing of diaries. A. D. M.

LES TECHNIQUES DE LA CRITIQUE ET DE L'HISTOIRE LITTÉRAIRES: G. Rudler. (Oxford Press. 8s. 6d.)

Students entering upon literary research will find in this volume by Prof. Rudler all the necessary guidance for such work. They are shown how to collect their facts rapidly, with accuracy and order, and on lines that should certainly reward them for their labours. The book is published in French and each chapter ends with an invaluable bibliography. There can be no better or handier book published on this subject. P. L. R.

CONTES EN PROSE: R. A. Spencer. (Edward Arnold and Co. 2s.)

Extracts from Maupassant, Mérimée, Daudet, Hugo, and others go to make up this volume of 98 pages of text. Short biographical notes on the authors are followed by others which might well have dealt more fully with the difficulties met with in the text. P. L. R.

SEVEN SHORT STORIES: H. J. Chaytor. (Cambridge. 4s. 6d.)

The purpose of this collection of stories is to illustrate how, to quote the author's introduction, "A survey of fiction from Nodier to Maupassant will carry us from Romanticism through Realism to Naturalism." The selections show, too, the individual interpretation by each writer of his art. Scott's influence on Nodier, Gautier's mysticism and word painting, the importance of environment as shown by Balzac's detailed descriptions, Vigny's pessimism, Mérimée's realism, Flaubert's ceaseless care in his choice of the exact word, are each brought out in the short biography which forms the introduction to each tale. A useful book for advanced students in schools. P. L. R.

A FIRST YEAR OF FRENCH: A. C. Clarke and A. J. P. Broadbank. (Pitman. 3s. 6d. net.)

This book is intended for adult students. It contains twenty-five lessons and is a satisfactory one of its kind. The authors maintain that the course should be covered in a year. The subject matter is based on the geography, customs, everyday life and heroes of France. Suggestions as to the best method of using the book are made in the introduction. Each lesson is preceded by a full vocabulary of the new words introduced and is followed by a grammar section, the points dealt with being printed in heavy type. Exercises on each lesson will also be found. P. L. R.

Italian.

COLLOQUIAL ITALIAN: by Arthur L. Hayward. (Kegan Paul, Trench, Trubner and Co. pp 136. 2s. 6d.)

Those desirous of acquiring a speedy, if not altogether a systematic and profound knowledge of current Italian idiom will find the above manual of considerable utility. Though certain statements do not admit of close inspection academically, the matter is in the main, within its necessarily somewhat restricted scope, accurate and sound. By a more judicious arrangement of paradigms and inflexions indeed, the volume would have gained much in clarity, and lightened the student's labours. The work will achieve its most useful purpose if used only by those who wish to go so far and no further; to the student it will be an excellent prelude to more extensive studies. The want of such a work has long been felt and the author deserves every credit for having conscientiously tried to supply it. In succeeding editions it would be advisable to correct certain unhappy misprints and mistakes in punctuation which occur. A. D. M.

History.

THE NAVAL SIDE OF BRITISH HISTORY: by Geoffrey Callendar, M.A., F.S.A. (Christophers. 4s. 6d. With sixteen portraits and illustrations.)

The slightly awkward title of this book justifies itself as one reads. Here is not exactly a Naval History, but something that strikes closer, a British history in its naval aspect. It is a stirring story, and it is here told, as such a story should be told, in stirring fashion. The "numerous defects" to which the author makes allusion in his Preface are not very evident. The sweep and ring of the story are evident enough.

Moreover, many of the results of recent research are embodied in the book. The tale of the Armada is not told in nineteenth century fashion, but in twentieth. There is less talk of the thunder of the wind, and more of the thunder of large-calibre English guns. The "Royal George" sinks, not because "a land breeze shook the shrouds," but because of rotten timber, meet symbol of a corrupt administration. R. J.

General.

THE SAINTS IN ITALY: by Lucy Menzies. (London: The Medic Society, Ltd. pp. 496. Price 4s. 6d.)

No traveller in Italy, wishing thoroughly to apprise her glorious legion of saints and to know, if only in outline, their lives, with something of the traditions and legends associated with their names, can afford to neglect this well-appointed, orderly, and informative little volume. While the author disclaims for it any pretensions other than that of its possible utility as a slight work of reference on a subject which, of its nature, is necessarily vast, yet it might well form an excellent introduction to wider studies.

The Saints are treated alphabetically, an arrangement at once commendable and labour-saving, though it can have its disadvantages. All that need be known about each several saint is succinctly related; there is no glaring verbiage, no unnecessary padding; all is clear. Minor saints are treated as such: cursorily. The more striking—such as St. Clare, St. Francis, St. Gregory—demand more attention and receive it, in so far as is consistent with the intent and proportions of the work. Miss Menzies has indeed the knack of disintegrating the essential from the non-essential, the happy art, in short, of selection.

Conscientious to a degree, the author does not make a mere catalogue of indigenous saints to the exclusion of all others; she has not forgotten those of other lands who have had some connection, slight or intimate, with Italy. In this respect it is of interest to find St. Andrew of Scotland, for long Archdeacon of Fiesole; St. Columbanus of Ireland, who did yeoman service on behalf of Christianity, not in his own land alone, but also in France, Germany, Switzerland, and Italy; Donatus, a sturdy Scot, to whom many miracles have been ascribed; and Thomas à Becket of Canterbury, the famous English martyr, who was educated at Bologna, and whose name is revered throughout the Italian Peninsula.

Two excellent appendices on Saintly Emblems and Monastic Orders complete a work which must rank high among *vademecums*, and whose superlative recommendation is its methodic arrayal of matter, which in other hands could have degenerated into a dull, uninspiring accumulation of cold facts; not to mention its conspicuous clarity. The author's purpose, that of helping to recognise the saints of Italy and to know something of their lives, has been nobly acquitted. A. D. M.



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Messrs. G. Bell and Sons announce for publication this Autumn a new and revised edition of "Europe Since 1815," by Prof. C. D. Hazen. In this edition the author has reproduced the earlier one substantially intact, making, however, whatever additions and alterations have seemed desirable; enlarging, for example, his previous treatment of the Industrial Revolution, of Socialism, and of the German Empire under William II. In recounting the years 1910-1919 he has freely used the material contained in his later book, "Modern Europe," abridging here and amplifying there. The chronicle of events since the middle of 1919 is entirely new and constitutes more than one-fourth of the book.

The Cambridge University Press will shortly publish an entirely new edition of Dr. A. C. Haddon's popular book on "The Races of Man and their Distribution," which has been out of print for some years. It has now been re-written and considerably enlarged and includes an introduction dealing with the physical characteristics employed in racial discrimination and classification, a grouping of various stocks according to these characteristics and an attempt to indicate a probable racial history of the various areas.

Messrs. Constable announce they have in preparation "Sentences and Thinking," a handbook of Composition and Revision, by Norman Forester and J. M. Steadman, Jr. Edited for English students and readers with an Introduction by J. C. Bateman, D. Litt.

Among the important books to be published this Autumn by Messrs. W. Heffer and Sons, Cambridge, is "A Handbook of German Intonation for University Students," by M. L. Barker, M.A. This handbook is the outcome of several months practical research work in Germany and marks a new departure in the oral teaching of German. His aim is to record as concisely as possible the fundamental principles of German Intonation, and to indicate graphically the trend of German intonation in certain continuous texts. Although prepared primarily for first-year university students teachers and private students will find it very helpful.

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Professor Joseph Wright and Mrs. Wright have written another grammar, "An Elementary Historical New English Grammar," which Mr. Humphrey Milford has just published. It is more comprehensive than either of its predecessors (dealing with Old and Middle English), and the history of the orthography has been treated far more fully than is usual in English grammars. The index shows that nearly 4,000 words are given to illustrate the sound-laws dealt with in the phonology and accentuation.

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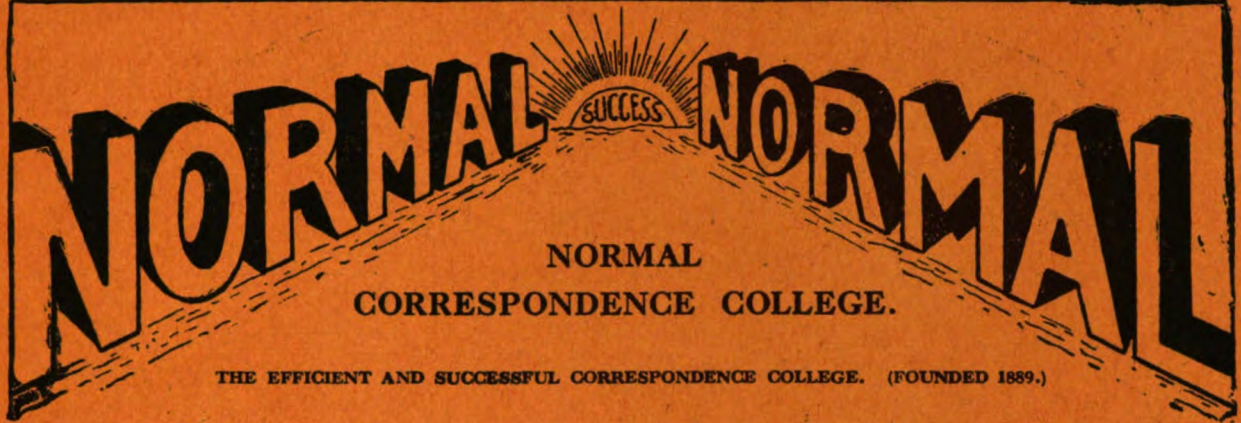
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The Editor is prepared to consider essays, sketches, or verse, provided that they are marked by originality or freshness of view. Accounts of successful teaching devices or efforts to introduce new methods in education will receive special attention. Articles submitted should be 550 words in length, or a multiple thereof, according to the importance of the topic. The name and address of the writer should be written at the head of the first page and the number of words indicated. Articles, if declined, will not be returned unless they are sent with a stamped addressed envelope for this purpose.

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for the transaction of the following business :

- 1.—Adoption of the Annual Report of the Council.
- 2.—The Election of a President.
- 3.—The Election of a Treasurer.
- 4.—The Election of Eight General Members of the Council.
- 5.—The Appointment of an Auditor.

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THE EDUCATION OUTLOOK AND EDUCATIONAL TIMES

DECEMBER, 1924

NOTES AND COMMENTS.

Readers are asked to note that The Education Outlook is not the organ of any association. The views expressed in editorial columns are wholly independent, and the opinions of correspondents, contributors, and reviewers are their own.

The New President.

The change of Government has brought a new President to the Board of Education, and in appointing Lord Eustace Percy to this important office, the Prime Minister made a choice to which no one could fairly raise any objection on personal grounds. This for the simple reason that the name of Lord Eustace Percy has been hitherto connected with diplomacy rather than education, save that for a few weeks he was Parliamentary Secretary to the Board under the last Conservative Government. It is a happy augury that in his first reported official address the new President declared that teachers should be left free to carry on their work in the light of their own professional knowledge and skill without minute control and direction from official persons. He added that English custom placed great trust in local authorities, but on this point it is fair to remember that some local authorities have shown that they need the stimulus of encouragement and occasional admonition lest their fear of the rate-payer should lead them to neglect their duty towards the children. Inasmuch as half the expenditure on our schools is contributed by the State, it is manifestly fair that the Board of Education should be in a position to interfere with effect where local authorities are failing in their duty, whether as regards school equipment or teachers' salaries.

The Duchess of Atholl.

A cordial welcome has been given to the Duchess of Atholl in her new capacity as Parliamentary Secretary to the Board. Some of her predecessors in this office have been shadowy figures, almost eclipsed by their chiefs, but it may be expected that the new Secretary will make for herself an important place in educational administration. She is the first woman member of the Conservative administration, and it was a happy thought to assign her to the Board of Education, where the administrative work is so largely concerned with the selection, training, and employment of women teachers and with the education of girls. No one could be better qualified for this work on academic and personal grounds, and it is to be expected that a Scotswoman will not fail in her estimate of the importance of giving to all children the opportunity of refining their powers to the utmost. There are large tracts in the field of education in which her work will be especially valuable. These include infant welfare centres, the training of girls in household pursuits, and the education of girls who have recently left the primary schools. As an immediate subject of enquiry she may find it useful to investigate the effect of the secondary schools examination upon girl pupils.

A National Policy.

In the address to which we have already referred, the President of the Board seemed to give his support to the view that education should not be a party question and that all men and women of goodwill should be united in the effort to devise for the children of the country such training as will best meet our national needs. This view is becoming general and the time is ripe for an attempt to put it into practice by establishing a non-party Board of Commission, representing Parliament, the local authorities, and the teachers. To this body should be assigned the duty of formulating an educational policy to be carried into effect during the next ten or twenty years, with estimates of the annual charge upon the public funds and an agreement that the money required should be ear-marked for education by the Chancellor of the Exchequer whatever party may be in power. Every party has now pledged itself to secure the fullest possible development of our educational system, and no ground for party differences remains, unless it is to be found in connection with the so-called "religious difficulty." On this there would seem to be no possible basis of agreement so long as some religious bodies insist on the right to appoint teachers of their own creed to give instruction in secular subjects.

School Readers and Text-Books.

In State schools it is often the practice to treat reading books and text-books as the property of the school, lent to the pupils during their schooldays or sometimes only during their school hours and returned by them after being used. Successive generations of pupils use the same books until the volumes fall to pieces or otherwise become valueless. This practice may be justified on grounds of economy, but it has the unfortunate result that children in our public elementary schools and scholarship holders in our secondary schools are seldom encouraged to take pride in the possession of books or made to feel that readers and text-books have any value outside the school walls. It would doubtless cost money to provide each pupil with a set of books as a permanent and personal possession, but the outlay would be justified since it would have the result of encouraging children to think of books as accessories to life outside school. One of the worst perils of a closely ordered State system of education is that the schools come to be regarded as institutions which are insulated from ordinary experience. The buildings, equipment, and discipline are often so unlike the circumstances of the child's ordinary life as to foster the belief that what is done in school and the rules imposed there may be forgotten or ignored outside.

Vocational Training.

In a recent address at Sheffield, Lord Burnham declared himself to be in favour of vocational training in the schools. He said that while he admitted that life was more important than livelihood he thought that livelihood was indispensable to life, and hence the schools ought to prepare pupils to earn a living. Thus far everybody will agree with Lord Burnham, but everything depends on the view which we take of the sort of training for earning a living that is possible in school. It cannot be a training in any special handicraft or commercial pursuit, for the simple reason that schools do not and cannot furnish the essential conditions for learning such things. A familiar example is to be found in book-keeping, which is often taken as a school subject in the belief that it will be useful in commercial life. Its only value is that of giving to the pupil some rudimentary knowledge of the terms used and perhaps a glimpse of broad principles. On leaving school the pupil soon discovers that every business has its own "book-keeping" which must be learned from the start by the recruit. There is the further difficulty connected with vocational training that children in our elementary schools seldom know what their vocation will be. Boys leave such schools and not infrequently move on from one job to another in quest of higher wages or of mere novelty. One boy who left an elementary school last July has already been in four different occupations. He is earning a living, but industrial conditions prevent him from having any vocation.

Education Weeks.

The practice of holding "Education Weeks" is spreading to every part of the country, and the results are said to be excellent. The programme usually begins with special services and sermons in local churches and chapels on the Sunday preceding the week proper. Then there is a public meeting, with addresses on education by speakers of note. During every day of the week the schools and other local educational institutions have "open days" on which they may be visited by those who are interested in their work. In addition there are exhibitions and demonstrations to show what is done in such branches as physical training, music, handwork, swimming and other practical subjects. It is found that parents are keenly interested and greatly impressed by the contrast between their own school experiences, and those of their children. A printed pamphlet with illustrations of school work provides a permanent souvenir of the week's doings and is distributed freely. Such is the general procedure during an Education Week, and with the zealous co-operation of the local Education Committee and the teachers it is found possible to make the ratepayers understand something of the result which follows from their civic outlay. In America, that land of big scale doings, there is a National Education Week, with a simultaneous "drive," as it is called, for the development of interest in schools and fostering of a national determination to make American schools "the best ever."

University Entrance Examinations.

At Oxford there is a proposal to set up an entrance examination to be passed as a preliminary to matriculation. This proposal, if carried into effect, will exclude students who are now able to matriculate at a college for the purpose of following some special course, such as that for the University Diploma in Education. Perhaps this effect can be avoided by a special clause in the regulations or by broadening the scope of the matriculation test. It is often difficult to understand why Universities attach such great importance to their entrance examinations. Their avowed reason is that of guarding against the admission to lectures of students who are "incapable of profiting thereby." On this it might be observed that the responsibility of a University concerns mainly those students to whom it grants degrees or diplomas. Those who pay fees and attend its classes when they cannot derive benefit from the instruction offered are never likely to be numerous enough to prevent a professor from sleeping in comfort. Those who cannot keep up with the work may be asked to leave and make room for more competent students. The whole business—for it is a business in every sense—of University entrance examinations needs to be reconsidered in the light of modern school conditions, upon which University requirements have an influence which is unduly great.

FOR CHRISTMAS DAY.

*Immortal Babe, who this dear day
Didst change Thine heaven for our clay,
And didst with flesh Thy Godhead veil,
Eternal Son of God, All Hail!*

*Shine, happy star: ye Angels, sing
"Glory on high to heaven's King."
Run, Shepherds, leave your nightly watch,
See heaven come down to Bethlehem's cratch.*

*Worship, ye Sages of the East,
The King of Gods, in meanness drest;
O blessed Maid, smile, and adore
The God thy womb and arms have bore.*

*Star, Angels, Shepherds, and wise Sages,
Thou Virgin glory of all ages,
Restored frame of heaven and earth,
Joy in your dear Redeemer's birth.*

JOSEPH HALL (1574-1656), Bishop of Norwich.

UNIVERSITY EDUCATION IN LONDON.

Under this heading will be published a series of articles dealing with the present state and future position of the University of London.

III.—THE UNIVERSITY OF LONDON AS A RESEARCH CENTRE IN ARTS.

BY H. G. RICHARDSON, M.A., B.Sc. (Econ.).

The list of studies in which it is possible to graduate in Arts is a formidable and growing one. Indeed the cynical might foretell that within a few years the Bachelor of Arts and the Bachelor of Science will have the same range of subjects from which to choose. But for the moment at least a candidate for a higher degree in the Arts Faculty is with rare exceptions one who is studying some branch of the humanities, of which the principal are languages, history and philosophy.

The one obvious advantage of London as a centre for research is that it is the cultural centre not only of England but of the Empire, which includes peoples of every civilisation of the world. For centuries London has been the repository of many of the choicest of those things which men have thought worth preserving in their own country or have thought worth taking, by fair means or foul, from others. The British Museum has the very greatest of libraries and collections, although in particular departments it may be excelled; and no serious student but has need at times to come there seeking. The British Museum, however, is only one of the many public or semi-public institutions which have libraries or collections essential for the study of certain aspects of humane letters; and all the principal learned societies have their headquarters and libraries in London.

But a single example will be the best description of the whole. There is no branch of history which cannot be profitably studied and with a high degree of completeness in the printed books and manuscripts of the British Museum. Yet to many a historian, who nowadays bases his work upon records, the British Museum takes second place. The Public Record Office provides the principal material for those who are working at the history of these islands and of the Empire, with this exception, that for India the research student must go to the India Office. But there are in London a host of minor but important libraries and record rooms. At the Guildhall there are the records of the city, probably unrivalled among town archives. At St. Paul's and Westminster Abbey the muniments have wonderfully escaped the ravages of time and neglect. At Lambeth the Archbishop's great library and the records of his office are accessible to all enquirers. Even modern bodies, such as the London County Council and the Westminster City Council, as legatees of ancient institutions, have archives of value to others than historians of the present day.

The material objects of civilisations of the past may be seen not only at the British Museum but notably at the Victoria and Albert Museum, the Indian Galleries at South Kensington, the Guildhall and the London Museum. Nor should we neglect the buildings in our streets. And as recent excavations off Fetter Lane have shown, there is a field in London for the working archæologist, who may lay bare relics even of Greek civilisation.

The study of languages is bound up with history, and the same stores of books and manuscripts will provide material for the philologist as for the historian. The advantages of the British Museum for literary study are evident; but let us glance at one subject which was for long the standing instance of neglect by English scholars—the French language spoken in this country from the eleventh to the thirteenth century. Latterly it has been perceived that the “non-literary” texts afford more material for study than the literary texts. M. Tanqueray has been prominent in pressing into service materials hitherto used almost exclusively by historians; and his materials he drew principally from the Public Record Office, whither every future worker on Anglo-French (or Anglo-Norman, if that style is preferred) must go, although there are copious stores elsewhere in London—at the British Museum and the Guildhall and in smaller quantities in other libraries. In parenthesis it may be whispered that unpublished documents in English of the XIth and XIIth centuries may still be found in the lesser known record rooms of London.

For the study of oriental languages the British Museum again has great resources, but the library of the India Office is noteworthy for one great branch of oriental learning. And so the catalogue might be extended.

Thus far I have not said a word of the University of London. But the research students of the University every year grow more and more numerous even as scholars from other universities and from other countries flock in ever increasing numbers to London. And yet the University has not made that mark in the learned world or in the popular imagination that, with all these facilities at its doors, and with its crowds of students, would seem inevitable. It cannot be for want of teachers and learned guidance, for looking down the lists in the University Calendar we speedily discover a veritable army of professors and readers and lecturers, many of the highest reputation and distinction; and every college has a good working library—some have notable libraries. One reason may be speedily found in the slowness with which the teaching of the University has been organised. The dispersion of University teachers among colleges has inevitable drawbacks in a University where the colleges are scattered over a wide area, and where the tradition of unity was twenty years ago still to seek. Gradually some system is being introduced; the School of Oriental Studies and the Institute of Historical Research point the direction in which higher teaching must of necessity be organised; and the less conspicuous schools of Scandinavian and Slavonic studies, although attached to colleges, are developments along the same lines. Only a system of pooling resources, of organising teachers in a team, will provide reasonable efficiency.

There are dangers perhaps lest specialist schools come to be regarded as the exclusive preserve of certain colleges, or lest the teachers and students are drawn away from the colleges. Either danger, if it were realised, would cause lasting and irreparable damage to the colleges as a whole. For one essential of their intellectual life is that they should include students of diverse subjects and senior as well as junior members of the University. If, however, these dangers are recognised they are not difficult to avoid, although, as it seems to me, the organisation of higher teaching must inevitably bring in the foreground the question of the centralisation of the University.

But another reason, not so obvious as the first, may be given for the present comparative failure of the University to avail itself of the resources with which it is surrounded. The research students of the University are to a very great extent drawn from those who are engaged during at least part of the day in earning their own living. Progress, they feel, is slow; there are many distracting calls on their energies; and they easily fall away. There is no class—there may be a few individuals—corresponding to the fellows of the colleges of the older Universities. Fellowships doubtless are susceptible of abuse, but they do enable many men to give a large part of their energies to learning and they provide a stimulus to those who hope themselves to become fellows. But there is more in the fellowship system even than that. There is in London—I speak in generalities—a lack of intimacy between the teachers and the taught. Even where the teachers are provided with private rooms—a by no means universal feature of London colleges—they have, as a rule, little of the air of college rooms elsewhere, the atmosphere of the hospitable workshop. This is the atmosphere in which research best thrives, and the atmosphere is apt to thin away if there is a gulf in outlook or years or sympathies. A constant succession of fellows does tend to establish a republic in which there is no obvious marking off of the leaders from the led.

But deficiencies are what we expect in a youthful institution. The task of the University is to make available for students the potential advantages which London possesses over any other university centre. With the earnest and unselfish co-operation of the colleges much may be done even within the limits of their present resources. To do all that should be done greater resources are necessary, but there is no need therefore to wait on the future. The essential is co-operation; and the movement which seeks to reconstitute the University on the basis of a close federation of colleges promises most for the future of research.

LA MAISON: Henri Bordeaux. (Heath's Modern Language Series)

It is refreshing to find this type of novel edited for a school. One grew so weary of endless tales of adventure, when the adventure was always cut off in the middle by the closing of the lesson. It is so difficult to be excited in snippets. But "La Maison" of M. Bordeaux is a single account of family life, seen through the eyes of a growing boy. Its charming descriptive passages of the house and garden rise occasionally to word painting of the very highest type, and the picture of the sheep being driven up to pasture in the hills lingers in the mind long after the more purple passages of Hugo and Merimée have been forgotten.

H.G.G.

STORIES FROM OVID.

PAN AND SYRINX.

(Metamorphoses i. 689-721.)

Goat-footed Pan, falling enamoured of Syrinx, pursued the reluctant nymph, who, unable to escape from him, in distress called on her river sisters for aid, and was thereupon by them changed into a tuft of reeds. The story is told briefly by Ovid in the Metamorphoses in his most lively and vivid manner, but, curiously enough, it is made there to serve the purpose of a soporific. Mercury, sent by his father Jove to slay the hundred-eyed Argus and deliver Io from the bondage laid upon her by wrathful Juno, succeeds with this tale in putting the watchful herdsman to sleep, and then kills him.

Then spake the god:—"On Arcady's cool heights
Among the nymphs whom Nonacris delights
One naiad was there, Syrinx called by name,
Fairest of all and most renowned in fame.
Oft would she fly the satyrs, when they wooed here,
And gods of wood and field who swift pursued her;
For she a virgin was, of Dian's band,
And girt in Dian's fashion well might stand
For Dian's self, save that her bow was made
Of horn, a bow of gold her queen arrayed:
And even thus she was so passing fair
That it was hard to choose between the pair.

One day, as from Lycæus she came down,
Pan garlanded with spiky pine cone crown
Beheld her and began to woo the maid—
Here the god stopped nor then to Argus said
How the fair virgin spurned the rustic god,
And flying o'er the wastes by men untrod
Came to the bank where Ladon's waters gleam
And saw her way barred by the sandy stream.
How then she begged the nymphs to change her form,
And Pan, who thought to clasp a bosom warm,
Found but a tuft of reeds which to his sighs
Touched by the wind with plaintive note replies.

Nor told he how charmed by the music sweet
Pan cried:—"In union here at least we meet."
And so the pipes unequal, made of reed,
And joined with wax, took them in very deed
The maiden's name, and "syrinx" still are called—
All this he said not; for by sleep enthralled
He saw those Argus eyes fast closed at length,
And took his wand, and with its magic strength
Deepened their slumber, and while fast he slept,
His curved falchion from its sheath he swept,
And smote between the neck and nodding head.
Forth gushed the blood and Argus falls down dead,
Staining the rocks with gore: his hundred eyes
Can see no more, and sightless there he lies.

F. A. WRIGHT.

NATIONAL AND CHARACTER DANCES: arranged by Dora Carter; music by D. H. Wassell, Mus.B. (J. Saville and Co. 4s. 6d. net.)

In addition to adequate instructions illustrations of the movements must add to the value of this collection of dances for young children. A Dutch dance, Tarantelle, and Swiss dance are treated in a somewhat new and original manner. The music is good throughout. The children will enjoy, in particular, the Jockey dance.

A.G.

LETTERS TO A YOUNG HEAD MASTER.

By T. AND B.

VIII.—“A LODGE IN A GARDEN OF CUCUMBERS.”

MY DEAR W.,

Lest I should forget again—I have intended for some time to include them in a letter—let me give you two pieces of advice with regard to boys who feel ill at school. A boy, feeling too unwell to go on with his work, will sometimes ask to be allowed to go out into the open air for a few minutes. Take care that he is not lost sight of after he is permitted to go out. I will tell you why I emphasize this. One afternoon some years ago, a boy asked one of the masters for leave of this kind about five minutes before the end of the hour. He said he was feeling a bit faint but was sure that he would be all right if he got into the open air. The master, of course, allowed him to go, and afterwards, through going to another class, forgot all about him. The sequel was unfortunate. The boy sat on some stone steps, fainted, and was unconscious for some time. He was not discovered until the end of afternoon school, when his brother found him and took him home. He was seriously ill afterwards, and his parents blamed the school—justly, as I was bound to acknowledge. Probably this would not happen oftener than once in a thousand times, 1,000 to 1 chances *do* come off, and it is well, if possible, to provide against them.

Again, a boy, feeling unwell, will ask for permission to go home. It is not advisable to give such permission readily to every applicant, for obvious reasons, but if you *do* give it, do not let the boy go home by himself but send some responsible person home with him. It is experience which prompts this bit of advice also. My eldest son when a small boy used to attend as a day-boy a preparatory school situate about a mile away from home across some fields. Feeling very seedy in class, he asked for and obtained permission to go home. In crossing a stile, he fainted, and was found unconscious by a benevolent stranger, who restored him to consciousness and escorted him home. Nothing serious resulted fortunately. When I was informed of the mishap on my return home in the evening, I did some hard thinking, and determined that I would never again allow a boy from my own school to go home in similar circumstances unaccompanied.

Do I consider it good for a head master to be married? The reply is emphatically in the affirmative. And yet in justice I am bound to say that some of the very best head masters I have ever known have been bachelors. Take for example — of — School, who retired recently. He lived for his school and for his school only. He spent much time out of school-hours giving extra tuition to boys who needed it. Every half-holiday he attended some school practice or match, and knew the capabilities of all the boys at games as well as at their work. Every summer holiday, and sometimes in the other holidays, he took boys away with him to the seaside or to camp in the country or for a tour abroad. He conducted an enormous correspondence with old boys and spared no pains to secure them good appoint-

ments—on their behalf he had no scruple in pulling every wire he could lay his hands on. He devoted a large proportion of his official and also of his private income to school objects, and helped scores of his boys through their University course (incidentally he has made things very difficult for his successor, who is a married man with a family and no private means). Novelists are fond of depicting unmarried women with thwarted maternal instincts. I wish some enterprising fictionist would as a change take for his subject an unmarried man with thwarted paternal instincts. He would find some excellent models in the teaching profession. But of course, all bachelor head masters are not like —. As a rule, they are inferior to married head masters, just as old maids are as a rule less valuable to the community than married women.

As the great majority of married parsons benefit greatly in their work by the advice and help of their wives, so the great majority of married head masters owe a great debt of gratitude to their help-mates. But just as one hears much more about those parsons' wives who are a hindrance to their husbands than about those who are a help to them, so one hears much more about head masters' wives who make things difficult for them than about those who ease their lives. For it cannot be denied that some make things very difficult indeed. For example, Mrs. — of — dominated her husband and took such an active interest in the working of the school that she was the real head master: both masters and boys knew it and acted on it. The true reason why — of — had so much trouble with his Governors was that his wife considered the wives of the Governors infinitely her social inferiors, and let them know it. Mrs. — of — did the same with the wives of the assistant masters, and the harmony of the school was not increased, to say the least, by her superior attitude. Mrs. — of — used to “take up” the wife of a newcomer on her husband's staff, and after a term or two of extravagant friendship, for no reason whatever, drop her suddenly and absolutely. Mrs. — of —, with a perseverance and skill worthy of a better cause, used to collect all the tittle-tattle of the school and carry it to her husband, a man given to worry and impetuous decisions. He would have made far fewer mistakes and lived longer—for I verily believe his life was shortened by worry—if he had been left ignorant of the petty things said and done in his school—there are many things in a school which a head master ought not to see or hear of. Many other sins of head masters' wives could be quoted from the store accumulated by that old misogynist—to whom I referred in a previous letter, but why prolong the horrid recital? His brutal contention was that the less a head master's wife has to do with her husband's school the better. I will only go so far as to say that tact is an essential quality in a head master's wife and I entirely sympathise with those wives who, in their anxiety to avoid mistakes, do nothing but their ceremonial duties.

Yours ever, T.

MY DEAR W.,

I am afraid the topics of these letters are like the Vicar's talk and "pass from politics to puns and slip from Mahomet to Moses," but it is obvious that the head master's position is one of service to his pupils, to his colleagues, and to his Governors. He is only a "servant" even if his station is a "lodge in a garden of cucumbers," from which he may keep guard over the ripening crop.

The points T. mentions with regard to sick boys going home are certainly most important. Personally I have always found it desirable to send, as he suggests, an elder pupil with a boy who is ill, or even to send a member of the staff with the sick pupil in a taxi. It sometimes happens that there is an accident in the gymnasium, on the school premises, or in the school playground, and it may be most important that cases should be promptly attended to. The best plan is, in my judgment, always to send at once for a competent doctor. Of course he will send in a bill afterwards and it may be an interesting point who pays it, whether the Governors, the Education Authority, or the head master. If the head master pays he may be fairly certain that the amount will be refunded. In any case he has done the best he could at the time and will find the parents most grateful. Every school should be provided with a small first-aid apparatus so as to be able to deal with minor injuries.

With regard to sickness on the staff it is important that the staff should know that if they are unfit for duty they will not be expected to attend school. Courtesy suggests that they should give the head master the earliest possible notice of their misfortune, but it is an establishment running on creaking wheels where colleagues who ought to be taking rest and medical advice come to school in an unfit condition. A sick teacher is a positive danger to the happiness and welfare of a school. It is very much the same with regard to occasional absences through urgent social or family claims. The school is not a prison and weddings cannot be avoided even in the most severe scholastic families. There is no reason why a member of the staff should feel that, by accepting a post in a school, he or she was absolutely cut off from all claims of friendship. A sister may arrive from America or a sick child may be required to go into the country. The head master's attitude towards his colleagues should make it possible for a reasonable request for occasional absence to be granted, and his colleagues should not ask for leave of absence where there is any possibility of this being refused. After all, the work has to be done and the absence of members of the staff means increased work for those who are left behind. This as a rule prevents any abuse of a valued privilege. Quite recently in a scholastic journal head masters have been accused of demanding freedom for themselves alone. The head masters' Utopia was declared to be a place that had Freedom Avenue for the use of head masters only, but where there is real respect for freedom in a school it means that the appeal is to the inner rather than to the external, while the less there is of regulation and rule the better. The school cannot be run by ukases attached to a notice board. There must be always in the internal administration of a large establishment mutual confidence and mutual goodwill.

Of course the most important thing in a school is the sense of professional freedom that the members should have towards their work. If one assumes that they are well-qualified and able they should have freedom in teaching technique. It is generally agreed to leave the question of school curricula in the hands of the head master. He is bound by convention, by the needs of the time and of the district he serves. As a rule there are no heroic experiments in school curricula nor, on the other hand, is there a prescribed and fixed course of instruction. There is still a large amount of professional freedom left in the schools, and it might be almost possible for any strong point of view to be stressed in the school's development. If you have any ideas yourself you have certainly the opportunity now with the aid of your colleagues to carry them out.

One of the most interesting books I have come across lately is a book by an Irish school master on "Education in a Free Ireland." The writer takes the bold stand that if the State has rightly anything to do with education, education must have something to do with politics. He believes that education must concern itself with the preservation of the distinct nationality upon which the State is founded, the preservation and continuity of the State and its Government, and finally, the preservation of individuality for the citizen within the State, safeguarding and respecting the just rights of the individual.

He would therefore achieve this plan by trying to establish one grade of schools in place of the present elementary and secondary schools and he would keep all pupils at school until the age of eighteen. His idea is that the Universities would give the professional and technical education which should come only after the general course of the school. Schools of Science and Technology should be of University standing and form part of the University system. In trying to carry out this idea he imagines a single school curriculum and an ideal school under its arrangement. The classes of such a school would be small and the teacher highly qualified. Specialist schools might serve several schools where possible. No distinction should be made between primary, secondary or university teachers but only that of being engaged in different groups of subjects. The first requisite for a teacher is knowledge of what he teaches, the "method by which he teaches it is, though very important, yet purely secondary." This seems a typically Irish view. The scope of the work in his single school is Titanic. Two languages, English and Irish, taught to all pupils at the beginning with the geography, history and culture of Ireland always in the first place. There is a wide choice of modern languages, say four. There should be a classical curriculum always including Greek. Besides this there should be a general science course including chemistry, physiology and biology. Other groups of study include music (which should be compulsory in some form), the history and geography of foreign nations—again a compulsory course would be desirable—ethnology, the comparative study of social institutions and, last but not least, philosophy as in higher classes in France—a remarkable curriculum for what is intended to be a single school in Ireland, which would seem to combine the resources of the English High School, the German gymnasium and the French Lycée.

He believes every single citizen should have the education of a gentleman with the truly Irish idea that every man should be trained to be a leader. There are no privates in the Irish educational army evidently. He wants to give the widest possible choice of subjects for study. It does not matter what a man studies so long as it is sufficiently "useless." The bricklayer and fishwife will be better citizens if they have been encouraged by the State to learn Greek or French or trigonometry, conic sections of their own free will, and have had what he calls an occasional "dabble in poetry" in their spare time. In such an ideal school there is to be individual freedom under much compulsion and equality in rank, with much confusion in the economic position. Our idealist indeed would abolish mere cash transactions as base and unworthy, for he thinks a school would develop a community where there would be no amassing of wealth. In fact he would set up machinery to make the most equal possible distribution of the present wealth, before his school gets to work. Yet in this impossible commonwealth, says the Irish educationalist, teaching must be regarded as without debate the most important of all for society in general. And there we must leave it, for many things, as he says, though very important are purely secondary.

I wonder what would happen if a modern secondary school in this country such as yours took a purely cultural view and tried to provide Latin, French, German and Greek for all its pupils. It is not so wild an experiment as it seems at first sight. Of course what our Irish friend wants to do is to make the school a part of a political movement. Our own instincts are to leave politics severely alone. The price we pay for professional freedom is abstention from party politics. If a head master takes any part in politics in this country or if his school tends to give any political bias he will rightly find the local authorities up in arms immediately. The head master must make some sacrifice in this direction. The ideal plan would be that he should make his pupils interested in politics without himself taking sides—a very difficult thing to do. But he has no right to use the machinery of the school for party purposes.

I heard of one unfortunate head master who got into serious trouble because he set a candidate's election address to be translated into Latin prose. He was accused of doing this in the interests of the candidate. I fancy a good case could be made for considering his action hostile to the candidate. I wonder whether the boys would be more friendly or less friendly to the man, a version of whose election address they had to give in Latin.

Yours ever, B.

The British Academy.

Mr. D. G. Hogarth, D.Litt., C.M.G., has been appointed to deliver the Schweich Lectures on Biblical Archaeology, and will give three lectures on "The Kings of the Hittites," on December 3rd, 8th, and 15th, at 5-15 p.m., at the Rooms of the Royal Society, Burlington House, W.

These Lectures are free, by invitation, for which application should be made in writing to "The Secretary, The British Academy, Burlington House, W.1."

GLEANINGS.

A Picture of Public Schools.

In the fourth volume of the Farington Diary, recently published by Messrs. Hutchinson, there is a criticism of public schools a century ago, as seen by Dr. Gretton, who conducted a private school at Taplow. He is reported to have said :

"The bane of the public schools is that the parents of many of the boys fill their pockets with Bank notes, and opportunity is allowed for the expenditure of it viciously. . . . The youths at Eton are dissipated gentlemen ; those at Westminster dissipated with a little of the black-guard ; and those at St. Paul's School the most depraved of all. . . . In Rugby are many of the sons of gentlemen, but more of those who are the sons of manufacturers at Birmingham, Wolverhampton, etc., who have little sentiment of the disgrace of any dishonourable act as their inclinations lead them. . . . At Harrow boys are gentlemen."

The Modern Picture.

We add as a modern counterpart an extract from the Report by Sir Benjamin Gott, the well-known Secretary of the Middlesex Education Committee, on the work of the Children's Camp Hostel in connexion with the British Empire Exhibition. He says :

"One boy—questioned as to whether he had had a good breakfast—and his case was by no means an isolated example—complained that he had had nothing to eat. He admitted that he had been offered porridge, tea, kipper, bread and butter and marmalade, but none of these was to his taste. This case explains a number of unreasonable complaints made regarding the catering, and suggests that the younger generation is developing a distaste for plain wholesome food, and a preference for the highly seasoned products of the urban cookshop.

"Another aspect of the general decline from the older standards of parental discipline was illustrated by the amount of pocket money with which many of the children had been provided by over-indulgent parents. Due allowance should be made for the special character of the occasion. The fact, however, remains that generally the parents had been too lavish. Few children, other than those from industrial schools, came with less than 30s. by way of pocket money. Two children had £15 each, several from £5 to £10 each. In some cases the disbursement of pocket money was wisely left in the teachers' hands. In other cases the bulk of the money was spent indiscriminately, usually on the journey to London and on the first day at the Exhibition, with the resultant stomach trouble, nausea and dislike of food. One boy spent 27s. on chocolates, which he consumed on one day—result : hospital."

We commend this pamphlet to the notice of our readers as giving an excellent account of the working of the Hostel and a picture of the modern elementary school child which is extremely informing and satisfactory. Many thousands of children stayed at the Camp, but there was not a single case of serious misconduct and pilfering was unknown.

THE BATH OF ODYSSEUS.

Written and Illustrated by PETER QUENNELL.

A tradition of passionate friendship remains in Greece ; if its more disconcerting fervours have passed away, at least it re-appears in the violent kindness of acquaintances, their assiduous, unselfish, bustling attentions—in custards, liqueurs, coffees, glasses of resinous wine and oranges they press on you—in those tenuous painful leave-takings, protracted with shaking of hands and promises to write, together with interchange of visiting cards, ornate, often very large.



And this harsh determination to be kind rises too from the sick longings for America, always roused by the sound of English, nostalgia yearning back to remembered greengroceries and candy stores, where the few happiest years of life have passed, now for ever shut against them, poor exiles among these brown hills and the fantastic spring beauty, ripe grass and flowering trees, that fills up their valleys.

But whether from tradition or poignant modern regrets, they are very kind, and the memory of any place or thing visited is framed in the memory of some such friendship, concluding generally in a kind of flight from helpfulness and hospitality.

Nauplia, with its castles and curious prison, that from a grated window in the street showed yellow with wild candle-light and stuffed with ragged prisoners, asleep or playing cards, connects itself with a young, ugly

American-Greek, just conscripted into the garrison, very resentful because his boots hurt him and the food was bad.

There was a man in the museum, too, who showed me the beautiful, almost obliterated paintings from Tiryns, and—far better—a perfect earthenware Mycenaean bath, which seemed at once to bring light to all the bathing passages in Homer. "She tempered it to a delicate warmth," but Circe's nymphaean slave girl did not run, spitting and clattering, from kettle to bath : she lit a fire under the raised portion that formed a seat ; there I could see the small furnace.

When the water seemed warm enough to her hand, she motioned Odysseus in. Here was no scalding jet pouring from a tap on to his feet, but heat rose gradual and delicate just beneath the centres of appreciation, thence permeating the entire body, creeping forward into the furthest outposts of sense.

To me, at least, this bath discovery—notorious, I expect, through all the classical journals of Europe, but to me a discovery—was an advance in appreciation of the Odyssey ; I understood those careful, affectionate descriptions of bath-taking ; this was why Odysseus, after that first stormy scene with Circe, and stormier reconciliation, ran down at once to have a bath before dining. Such a bath, I believe, would restore all the fibres of soul and sense.

And especially I remembered that epicurean profession of the Phæacians, now keener and more easily comprehended, beginning with most material of enjoyments, that dies away into the extremes of pleasure : "O, to us feasting is always sweet, music too and dancing, and regular changes of raiment—and warm baths—and love—and sleep."

FROM "THE EDUCATIONAL TIMES" OF SEVENTY-FIVE YEARS AGO.

THE CASE FOR HOLIDAYS.

(From a Leading article).

"At the close of four or five months' application, childhood cries for liberty of mind and limb ; parents yearn, after the same period of privation, for the society of their children, and for purposes more wise than the gratification of parental fondness—blessed as that is in its degree and place ; and Preceptors, no less weary than their pupils, of a labour imperiously cutting them off from all the varieties of relaxation which other callings present, oppressed and panting, welcome the pause, in which fresh vigour must be acquired to meet coming duties, as a place of halt at which the exhausted locomotive takes in supplies of water and fuel."

ART.

A THEATRE IN FLEET STREET.

Isometric Projection.

We hear much and vaguely of the undesirability of introducing the third dimension into the decoration of flat surfaces, and when this principle becomes involved in the practice of wall painting and even sculptural reliefs it is time for the question to receive a little scientific airing. It is with the purpose of clearing up a point which has always been felt but not hitherto very definitely stated that I write this paper. At the very outset we must change the proposition and dismiss the term "third dimension" as it stands. If we examine carefully the grounds we shall find that the objection of the artist who inhabits this school of thought is to the breaking up of his surfaces by illusory planes, the giving to a flat wall the appearance of a vanishing corridor, or to a closed cupola the semblance of a window looking on to a sky complete with angels. The point is a good one and firmly stated the objection is to a simulation of a three dimensional space by means of perspective. It will be necessary to insist very strongly on making this full statement. We live in a three dimensional world and the ignoring of solidity in any form of drawing—outside of symbolism—is frankly absurd. The slightest degree of modelling brings us in contact with the third dimension, and in sculpture the mere incising of letters involves us in its horrid toils. We cannot then avoid solidity, but we can avoid the illusion of solidity which is not there by eschewing the use of perspective. In this way we extract from nature the possibilities of design which the oblique view of objects proposes for us, at the same time preserving the sanctity of our decorated surfaces. This manner of drawing, whether we are pleased so to think of it or not, is the isometric projection. Space compels me to refer any interested reader to the geometry book for a full definition of this, but briefly speaking isometric projection supposes the possibility of parallel vision in contrast to the perspective principle of radial vision. There is, it must be admitted, something godlike in such a condition.

There is also involved a principle of actualities. An object so drawn develops for itself a new reality in substitution for the illusive reality of a representation. It is from this standpoint that we must regard its practice by the artists of the Greek and Egyptian periods. We have no evidence that the science of perspective was known or practised as such before the fifteenth century, although we have examples of objects drawn in perspective from paleolithic times. It is therefore unlikely that either the Greek or Egyptian artists regarded or stated the problem as we are able to do. That they observed a "flat" or "linear" principle in decoration is almost certain. Such terms are loose ones, but as they are frequently used their significance will be understood. The appreciation and the scientific study of perspective introduced into the arts an impetus which may or may not have been salutary but which has certainly proved interesting, and to strong digestions a scientific study of isometry and its possibilities might open many new fields of speculation in the pursuit of what is now vaguely termed "flat decoration."

RUPERT LEE.

"Please can you direct me to a theatre within two hundred yards of Fleet Street?" said the dear old lady to the policeman juggling with the traffic at Temple Bar.

"Up the lane and the first on the right, Madam," replied the constable without a moment's hesitation, as he held up three buses and a couple of taxis to enable her to reach the pavement alive. The policeman knew; but how many Londoners could have answered the question correctly?

The roll of theatrical celebrities who have trod the boards of Fleet Street's theatre includes the George Grossmiths (*père et fils*, grandfather and father of the present George), Sir Arthur Pinero, Sir Henry Irving, Oscar Wilde, Sir Squire and Lady Bancroft, Bernard Shaw, and Sir Johnston Forbes Robertson.

The list of other celebrities who have addressed audiences there would turn this column into a catalogue, but they range from Hadyn the artist, who, in 1836, took his dress clothes out of pawn to lecture on the figure, illustrating his remarks with a naked man on the stage, to the Earl of Balfour, Lord Haldane and the present Prime Minister.

Nor does the theatre lack royal recognition, for the Duke of Sussex, brother of George IV., visited the original building on several occasions, an example followed by the Prince Consort and afterwards by Prince Leopold. This building was erected in 1824 on land which once formed a part of my lord of Southampton's garden, where Will Shakespeare wrote several of the Sonnets.

But this romantic connection was severed in the 'Eighties when the first theatre was purchased by Francis Ravenscroft, of banking fame, who, starting life as a solicitor's clerk, lived to control an annual turnover of £20,000,000. There was no break in continuity, however, for a subscription list, headed with a liberal donation from Queen Victoria and generously augmented by Ravenscroft himself, soon provided a sum sufficient to enable new quarters to be erected before the old were surrendered. The building was opened by Edward VII, when Prince of Wales, and now enjoys the patronage of King George, Queen Mary and Queen Alexandra.

The players are justly proud of their Elizabethan tradition and pay special attention to tragedies which have escaped the notice of other producers. "Edward the Second," which had only been seen once in England since the death of the author, Kit Marlowe, in a quarrel at Deptford in 1593; "The Spanish Tragedie," which had not been seen for nearly three hundred years; and "Sir Thomas More," which, banned by the censor at birth, had never been seen at all, have all been staged since the war. When they turn to modern work they display a marked Shavian tendency, for the master has a strong following here. Nor is musical comedy neglected; once in every year four merry nights are devoted to the worship of Gilbert and Sullivan.

The entrée to this company is confined to members of Birkbeck College, of which the theatre is a part. Notwithstanding the fact that these students earn their livelihoods during the day and spend their evenings studying for the degrees of the University of London, they yet find time to offer to the public entertainments which, strictly speaking, do not come within the academic curricula.

C.O.G.

MUSIC.

NOTES ON RECORDS—XII.

By J. T. BAVIN.

[These notes are designed for the unskilled in music, whether adult or child. They will be of service in class teaching. Each record that is dealt with will be taken from a list of established favourites, the one chosen being indicated by the title and catalogue reference. The piece should be played straight through at first and then taken section by section with the explanations suggested. Then the whole should be played straight through again.]

MENDELSSOHN: PIANO TRIO IN C MINOR, FOR PIANO, VIOLIN AND 'CELLO—2ND AND 3RD MOVEMENTS.
(COLUMBIA L1343).

The slow movement is full of the lyrical charm we expect in Mendelssohn's music, the middle section (part of which is not recorded) is in a more agitated mood. Note the different piano accompaniment on the return to the 1st section. "A stream of sweetest melody producing perhaps its best effect when passively received."

The first sentence of the theme is given out by piano alone, with prolonged ending, then repeated by strings with pianoforte accompaniment. (In the score the piano then gives out the second sentence of the theme but this is omitted on the record.) The strings and piano continue with the second sentence. Part of the succeeding passage is omitted and we jump to its ending followed by a passage reminiscent of the opening of the principal theme, in which the 'cello and violin seem to carry on a little conversation until they both return to the original theme repeated in full with a different ending. This brings us to the Coda (the first half of which is omitted) the violin sings on its high notes, the 'cello seems unable to get away from the haunting first theme, and then the violin joins it and the movement comes to a quiet end.

A Scherzo is a lively movement developed from the Minuet. The chief characteristic of this Scherzo is a continuous and sparkling gaiety due to the rapid and ceaseless flow of the rhythm. Note that it is in two time.

The strings announce the merry subject in a rapid and unbroken rhythm, and the piano softly interjects a few bits of accompaniment of the same nature. The strings alter their rhythm while the piano takes up the original one. We shall find that this original rhythm prevails, either on the piano or strings, right through the entire movement. A semi-ending with fast runs down the piano leads to the middle part of the movement, in the major, the piano still keeps up the fast (and again unbroken) rhythm, while the strings proceed throughout at half the pace. A restatement of the opening part of the movement follows but with considerable omissions and alterations, all of which may be noted: it also contains a long reference to the subject matter of the middle part. Notice how the fast rhythm is unbroken until the very last chords.

The pace and character of the music named a Minuet gradually changed with its adoption and development as a musical form, and eventually the change was so great that it became a racing, jocular, and lively piece of music, the very opposite to the stateliness and gracefulness which the name really implied. Beethoven thereupon changed the name, and began to call such lively movements by the Italian word meaning a joke, Scherzo; sometimes he gave them no name at all and

simply headed them by Italian words indicating their pace, Vivace (lively), etc. Eventually the three-time of the Minuet was also often changed in a Scherzo (as in the above example), and further changes occur sometimes in their character: some of Chopin's Scherzos for instance are rather grimly humorous than light and tripping.

Mendelssohn, in Hamburg, and Chopin in Poland, both were born near the end of the first decade of the 19th century and were dead before the middle of the century; each in his own way considerably developed the Scherzo and each adapted it to his own frame of mind.

Things we have noticed:—Mendelssohn's music, violin, 'cello, piano, scherzo, two-time, rhythm, development of the scherzo from the minuet, changes in character, pace, and time, Beethoven, Vivace, Mendelssohn, Chopin.

THE TEACHING OF INTERPRETATION IN SONG: G. Dawson Freer.
(Evans Bros. 2s. 6d. net.)

Written by a singing teacher who is also a teacher of singing, this book "touches the spot" in the all-important matter of interpretation. Many teachers of singing are good musicians and competent pianists, but lack the one essential so vital in this matter, viz., ability to sing sufficiently well to "show how" at the critical moment. Mr. Freer is a master of singing himself, and therefore his hints and general treatment of the whole matter appeal strongly.

The mere singing of a song or aria is one thing, the proper interpretation thereof, so largely a matter of the intellect, is another which makes all the difference in the world, both to the performer himself and his listeners. We are all familiar with the artist who has not a great voice maybe, but who nevertheless charms and educates his audience by his wonderful conception and treatment of the music he sings. It is a somewhat rare pleasure to find an artist with both an altogether adequate conception of a song and an equally lovely voice which he knows how to use to the very best. The author of this book shows clearly how those who sing may train themselves to sing really well, and his advice ably set out in these articles should prove very helpful to teachers and singers alike. Young performers "with a voice and possibilities" would be wise to invest half-a-crown in purchasing this volume. A.G.

FIFTEEN DANCES FOR SMALL CHILDREN arranged by Theodora Carter; music by Grace Lambert. (J. Saville and Co. 3s. 6d. net.)

These dances for the little ones are effective and useful. The melodies are interesting and new, while the directions are clear and full. The suggestion made by the joint authors to use these dances in connection with the Board of Education's course in Physical Training is well carried out, and should be of considerable assistance to teachers looking for something new and attractive for the development of grace in movement. A.G.

SCHOOLCRAFT.

VILLAGE LIFE IN A CITY CLASSROOM.

BY WINIFRED JAY, M.A.

In 1923 the late Minister of Agriculture, Sir Robert Sanders, asked the teachers attending the City of London vacation course "to try to show the children under them what an interesting place the country was." His plea was echoed by Mr. Fisher, who urged that love of the country should not be confined to children in rural schools, but said he was in favour of the active pursuit of the simple joys of nature, even in the schools which were situated in the midst of crowded towns.

man, if only he can get permission from the steward of the manor, have been prominent members of our village. More important than the villeins are of course the bailiff, the parson, the steward and the lord of the manor. When the families have been arranged, the children set to work to make their houses. These are only made of paper, painted yellow and brown, but they look charmingly pretty and natural. A good way of making these houses is to take a piece of paper about nine inches



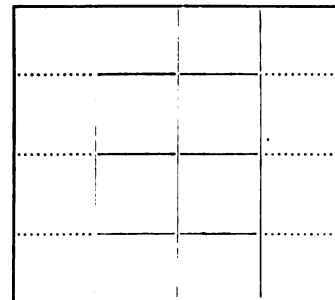
Photograph of a model of a Mediæval Manor made by the Upper Third Form of the Central Foundation Girls' School, Spital Square, E. 1.

We all know that botany and nature-study lessons bring delightful whiffs of country life into the city classroom, but a less obvious way of entering into "the simple joys of nature" may be grasped by the history teacher, when the time comes to describe the manorial system and village life in the Middle Ages. At the Central Foundation Girls' School, the Upper Thirds, consisting of girls from eleven to twelve years old, transform themselves for a fortnight or three weeks every year in the spring into manorial villagers, and make a model of their own village. A large sand-tray is borrowed from the Kindergarten, and shallow tins, filled with earth, are laid on the sand-tray to represent the well-known three-field system, the wheat-field, the fallow field and the field sown in spring. Another tray filled with moss represents the common; hard by there is a wood, and a rivulet drawn in blue chalk runs down the middle of the village. A gallon of sand sprinkled over the remaining space obliterates all traces of the floor of the sand-tray, and the countryside begins to appear.

We have now to settle on the inhabitants of the manor. The children eagerly divide themselves into families, and adopt names and characters in harmony with their new way of life. This year, *Widow Gray* and her two daughters, with her son who wishes to become a clergy-

man, if only he can get permission from the steward of the manor, have been prominent members of our village. More important than the villeins are of course the bailiff, the parson, the steward and the lord of the manor. When the families have been arranged, the children set to work to make their houses. These are only made of paper, painted yellow and brown, but they look charmingly pretty and natural. A good way of making these houses is to take a piece of paper about nine inches

square and fold it into four each way, so that sixteen small squares are marked out. The paper is then cut along the lines marked out in the diagram.



The four small squares in the middle form the roof of the house, the others fold round it to form the sides, and then the house is glued together and painted. Anyone can do this, but it requires a child who has some little skill in handwork to make the church, the mill, and the manor-house, good copies of which can be found in "The History of Everyday Things," part I. Still, most forms possess some member clever enough to make these little models from cardboard, and, once made, they can be used year after year.

Then comes seedtime on the manor, a delightful moment for city children, many of whom long intensely for an unattainable garden. The other day one of these children, on being asked her ambition in life, said one of her chief aims was to get a back and front garden for her mother. Another such child said she would give anything to have a garden, and on being pressed as to the extent of the sacrifice she was prepared to make, said, after a little thought, that she had not much to give up, but she would go without the cat's next lot of kittens! It is easy to understand the pleasure such children take in sowing their fields, which are then divided into strips, some of which are allotted to all the families on the manor. We do not actually sow wheat and barley, though it would be quite possible to do so; our crops are mustard and cress, which give the children the intense pleasure of growing real food, and taking their harvest home to their mothers.

Manor Courts are held to decide the dates at which the crops shall be sown or reaped, and whether the spring field shall be sown with oats or barley, peas or beans. At these meetings, the steward presides, the clerk with the court roll seated at his side. Not only are agricultural questions discussed, but cases of petty theft, quarrelling and slandering, which have occurred in the village, are judged. It is amusing to see Sir Steward anxiously consulting with a small clerk, in faithful, though unconscious, imitation of the proceedings in many a real magistrate's court. Here too the villeins gain permission for their daughters to marry, or their sons to go to college, in payment for which fines are levied and pledges exacted. Mr. Hone's "Manor and Manorial Records" provides ample material for cases, but the children enjoy making up their own, after they have grasped the underlying ideas.

We have sometimes found in the past that life on a manor is viewed in too rosy a light, so this year we have been bringing the children into touch with some of the villeins in Chaucer and Langland. Nicholas Guildford's "Pageant of Mediæval England," published last year, has a good chapter on the mediæval village and its inhabitants, enriched not only by contemporary pictures, but also by numerous selections from the fourteenth century English poets, which make the people of that time live again, and bring a breath of reality into our play.

People sometimes question whether children learn more under the new methods of teaching than under the old. In the case of the manor, experience has shown that undoubtedly children understand it far better, after making the model, and throwing themselves into the life of the villagers, than they ever did by drawing plans or reading explanations. A University lecturer, who had been shown the model by a very ordinary child of twelve, said, "She knows far more about the manor than my Intermediate students do." Nor is their knowledge easily lost, for it is knowledge gained by their own personal experience, and they remember it as they do the facts of their own lives. The lessons arouse intense interest, and undoubtedly foster that love of country life which Mr. Fisher urged the teachers of town children to cultivate.

A CLASS MAGAZINE.

BY E. PEARSON.

We are acquainted with magazines from colleges, public schools, and even from high schools and secondary schools, but it is only occasionally that we hear of an attempt to produce a magazine in an elementary school. The immaturity of the average child in such schools makes it difficult to produce a journal even from the top class, especially if the children are drawn from the poorer homes, for then the obstacles of language and of style are enormous.

In spite of these difficulties, I determined to make at least one attempt to produce a magazine from my class of older girls. They came from the poorer districts of a large town, and though hours of hard and conscientious work had been spent on written and spoken English, the results, affected by home conditions, were in many cases not such as could be treated as examples to be copied. There were, however, several girls, perhaps drawn from the better homes, perhaps endowed with greater mental ability than the average, whose literary power and imagination were delightful, and I felt that with the help of these the result might be a success.

The benefits derived from such a magazine cannot be doubted. It was to be placed in the class library for the members of the class to read, and for the benefit of future members also. This of itself proved a great incentive, since most girls like the honour of having their work exhibited. Showing what others could do, it would also set a standard of good composition, besides being a living record of those who had left school.

The class greeted the proposal with enthusiasm, and before long many stories were offered. Only the best were chosen, and the writers were allowed to write them in the magazine themselves. These stories were most enlightening, since they showed the lines on which children's minds run, their tastes, desires, and the trend of their feelings. There were many school stories, stories of day's outings, hockey matches, and fairy stories, and most writers hid their identity under a nom-de-plume. "Madcap Molly" wrote "The Girls of Beechwood School" and "The Manor House School," both excellent little school stories. "Merry Meg" supplied "The Land behind the Flames," a choice fairy tale.

Suitable poems were the most difficult to get, since the girls declared that they did not like writing verse or that they could not write it, and it was a long time before any suitable poems were offered. It is interesting to note here that the best poem I obtained was one written by the most practical member of the class.

I found another difficulty in the Jester's Page. The funny stories sent in were in most cases crude and of doubtful humour, but they were interesting as showing what fun appeals to children.

With notes on hockey matches and debates, a description of a country dance display which the girls had given, and a page for puzzles, we managed from Christmas to Easter to produce a fairly presentable and most interesting magazine, which delighted the producers, and has delighted their successors ever since.

Such a result is worth the effort, and I shall be glad to attempt a second magazine later in this school year.

ADULT EDUCATION IN THE VILLAGE.

BY ROBERT MACINTYRE.

The work of an organiser of extension classes is at all times thankless and unenviable ; but it may be doubted if it is ever so much so within as without the boundaries of the larger towns. In the small towns and large villages the position is one to inspire little more than despair. Pupils are forthcoming in fair numbers, but they are not exactly the kind one could wish.

Ninety per cent. at least are young adolescents fresh from school, a few more are adults in the early twenties who are just beginning to realise that they have missed the first rung of the ladder and must make a spring for the second ; but only a handful, as a rule, are the people of maturer years for whom education could still do much in the way of keeping green the conception of the higher things of life, in reviving the constantly decaying sense of comparative values. The very people who, in the cities, are the first to take advantage of the University extension classes, the free lecture schemes, and other provisions, seem in the country to be restrained by a complex of feelings which is by no means so susceptible of analysis as might at first appear.

Among minor causes the most cogent, incredible as this will seem to the dweller in the haunts of men, is the enormous social activity of the village. Choral singing has revived to such an extent in places that it may even be hazarded that the market has been boomed beyond its real value and is due for a slump. Women's Rural Institutes, with entertainments of no insignificant order (*e.g.*, the Arts League of Service) demand a fair proportion of spare time. Church organisations are normally stronger than in the larger centres, and are correspondingly ambitious, and family life is at once closer and more ramified. All these are unimpeachable in their direct effect upon the communal life, but it may be questioned whether their indirect effect is not inimical to the pursuit of other aspects of the best.

The lack of the village, educationally speaking, is not humanity, but humanism. To the "beledgered cit.," art and philosophy are not the shut doors which the satirist too confidently depicts. He can, and often does, regale himself of a wet evening with the contemplation of those specimens of his nation's masterpieces in literature and sculpture and painting which are open to him in a dozen free channels. The villager, on the other hand, while he may or may not lay claim to that communion with the eternal things with which Wordsworth endows him, is as effectually shut out from Parnassus as though he lived in another world. If lack of opportunity were all, however, one could afford to discount it ; for lack of opportunity has never at any time meant inhibition. The real trouble is that humanism—unlike making money or establishing a reputation—does not find its initial demand ready made. How many of us who went to the university for other and totally unrelated aims, have remained to do homage to the sacred sisters ?

No ; the desire for a humanistic education must be created, and the perverse side of the situation is that

nothing but humanism will create it. It is of no use to preach to a man : Read, read, read ; look at pictures ; look at sculpture. If he takes your advice at all, it will be in deference to what your insistence teaches him to consider a mode ; and the net result will be Ethel M. Dell, Harold Lloyd, and a bronze horse and groom on the mantelpiece.

The problem, like so many other problems, resolves itself into the question of how to find the thin end of the wedge. If you would run a successful course of lectures, for instance, in a village community, you must take into account many considerations which, in the city, would be properly regarded as extraneous. The content, in the first place, must be reduced to the most popular conception of the subject which is consistent with any real value. The lecturer is the next embarrassment. He must be a man of some personality, known and esteemed as a lecturer, though not, probably, for any of the qualities which he will be required to demonstrate in the course of his organised work. The prime requisite is raciness, no matter how hackneyed its foundation. Though a man speak with the tongues of men and angels and have not humour, broad and rich, it will serve him naught in the minds of a village audience. He must be a man, moreover, with a *broad* grasp of the fundamentals of his subject, a habit of easy generalisation and ready illustration. If he is the type of pictorial thinker who is rather frowned upon among the learned ones, so much the better for him. In short, he must be a teacher. Unfortunately for the public estimation of the profession, and deplorably for adult education, not every teacher who is a thorough teacher when he teaches is so when he lectures. Out of a village staff it will not, probably, be the man who is recognised among his colleagues as the chief pillar of the commonwealth who will be best suited to the task of adult lecturing.

The last and greatest difficulty which the village organiser has to surmount in the minds of his reluctant audience is, paradoxically enough, the association with the school. The same quite valuable member of the community who will go rejoicing to a class organised by himself and his associates ; nay, the same who will organise it in person, will look askance on any endeavour to enmesh him in an official "course," however superior. He feels that he is being schooled. There is established within him an inferiority complex at which his virility rebels, and the cause is lost, so far as he is concerned, for another winter.

Lord Eustace Percy on Education.

Lord Eustace Percy, President of the Board of Education, speaking at a meeting of the Junior Imperial League, said it was important at present to get a right perspective of education. There were two things very wrong in education. One was that any political party should try to make use of the schools in order to propagate their creed. Another thing which was just as wrong was any attempt, even by the Government, to dictate to the teacher what he was to teach in the school. The teacher must think of only one thing, and that was to impart sound learning. But it was not for a Government or any politician, even if he be a Minister of the Crown, to dictate what was sound learning. That was a teacher's job.

BLUE BOOK SUMMARY.

English in Secondary Schools.

SOME SUGGESTIONS FOR THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS IN ENGLAND.

This pamphlet of sixty pages, obtainable for the small sum of sixpence (by post sevenpence) from H.M. Stationery Office, Imperial House, Kingsway, W.C.2, should be in the hands of every teacher in every secondary school in the Kingdom—we had almost said, in every school of every grade.

It is in the highest degree practical; the people who put it together have manifestly been writing from first-hand experience both as teachers and observers, and, it may be added, as students of treatises and reports.

Sixty more pamphlets could be written in enlargement of its sixty pages, each one of which would serve as a *terminus a quo* for profitable discussion amongst teachers and as an index-finger to a *terminus ad quem* in the class-room. It would be impossible in the space available here to deal adequately with any considerable number of the points raised. But one or two may be mentioned.

Every teacher of every subject, it shows, should be a teacher of English; and it shows how. It lays emphasis on the supreme importance of oral exposition—*by the pupil*; on the encouragement of spontaneous opinion and its expression before the teacher's correctional or critical or æsthetic handling and interference; on the essential character of grammar—not as logic (for grammar is not logic), but as the living framework of intelligent and intelligible speech.

In dealing with the treatment of "literature," it gives wise counsel, with reasons, on the use of "set books"; on translations; on the choice of authors; on rapid first readings; on the undeniably valuable but too severely neglected exercise of paraphrase; on the mischievousness of "tales from" this or that writer in place of authentic works; on set disquisitions about "style"; on short varied home-made exercises; on the wasteful exaction of frequent "essays" in unsubstantial matter; on learning by heart. And so forth.

There is little that the critic would omit and little that he would add.

In the suggestive paragraph on reading aloud, we should have liked some note on the necessity of teaching pupils to *hear* correctly. This is the foundation of the profitable analysis of native sounds, the true basis of the over-vaunted "phonetic" teaching which is so often given with profit so meagre.

We agree in thinking that a teacher's talks about "style" are harmful; but to invite comparisons between manifestly different manners is a first-rate stimulus. Read, for instance, Macaulay's example of Dr. Johanson's two versions of one story: (a) *When we were taken upstairs, a dirty fellow bounced out of the bed on which one of us was to lie.* (This from a letter.) (b) *Out of one of the beds on which we were to repose started up at our entrance a man as black as a Cyclops from the forge.* (This from the *Journey to the Hebrides*.)

We think that too much weight is given in § 13 to the views of the Departmental Committee deprecating "enthusiasm" on the part of the teacher in dealing with literary excellence. To talk of this as "mere impressionism" is merely "calling names." So far as we are concerned, we feel sure that "the teachers who have made literature, whether English or Classical, both the best educational instrument and the most valuable possession for life for their pupil, have" in fact, "been those who communicate . . . enthusiasms." People who see in fine literature chiefly "a scholar's infinite capacity for the taking of pain" are not good guides. "Personality, sympathy, and humour"—what are these but enthusiasms?

And who can measure the harm done by the growing practice of merely lending the same text-books to successive generations of pupils, so that a great work is presented to one boy or girl and then another as a soiled and battered lesson-book, to be pushed on to someone else next term, and then to be by someone else forgotten? A flagrant waste, this, of teaching, and a permanent injury to literary appreciation; on this point teachers are of one opinion, and we should be surprised if the advisers of the Board of Education held a different view.

The Health of the School Child.

"An official report is not designed as an entertaining narrative," says Sir George Newman in his sixteenth annual report as Chief Medical Officer of the Board of Education. That is true, but the writers of them often build better than they know, and Sir George may be respectfully assured that anybody who reads his reports annually produced since 1907 will get ample entertainment for his trouble and his money. For a couple of shillings the reader is provided with 192 pages of readable comment for the most part on the activities of one of the most interesting of State departments. The lesser part consists of tables of figures, statistics and names—dry-as-dust details if you don't like such things, but in their way just as exhilarating, if you do.

The almost unavoidable impression that one gets as a result of reading things about the medical inspection of school children is that our whole educational scheme puts the cart before the horse, or started with that hopeless arrangement and for the last sixteen and seventeen years has been striving to put matters right. To what a large extent it has succeeded, by what steps it progressed and in what directions, Sir George Newman's report shows. The blundering error that has been the root cause of so many failures was the assumption that the country had only to build enough schools, supply the teachers and draw up codes, and a national system of education was in being. Herd the boys and girls into the buildings, pass them through the process and we shall have a race fit for anything. Of course it is all nonsense as any ordinary parent knows. Children are compelled by law to attend school, vast sums of money are expended upon their education when they get there, but if their physical condition precludes them from obtaining reasonable benefit from the education provided, what is the use of it all? That is a not unfair paraphrase of Sir George Newman's beginning of Sect. X.; and if any reader wants to get into a state of mind clarified by a little dose of the tonic of common-sense, let him read, mark, learn, and digest the whole of this special part of the Report which deals with the "Teaching and Practice of Health." Though every year the evidence goes to show that hostility to medical inspection, among parents, is on the way to becoming a negligible quantity, and the co-operation among all the agencies concerned with the welfare of children is becoming more and more widespread and complete, here and there a latent antagonism shows itself. As for example: Sir George Newman, writing of cleanliness, page 105, and the need of more shower and spray baths, says: "The systematic use of baths for children yields a rich harvest of satisfaction to the individual child, to the rest of the scholars, and to the teachers engaged in the process of education. I am aware that in some schools where facilities have been provided they have fallen largely into disuse, apparently because arrangements for bathing the children interfered with the 'educational' work of the school. I cannot but feel that this represents an imperfect appreciation of what true education is for the child. Perhaps teachers more than the majority are inclined to put first things last, or the horse behind the cart. A course of medical reports might cure them."

And that story of the myopic young man behind the counter, told on page 25, is another illustration of this curious way of looking at things. Dr. Wyche of Nottingham tells it: "Quite recently I had occasion to call at a local ironmonger's to buy a small workshop tool. The counter-assistant, a man of middle age, was evidently quite unable, for want of reading glasses, to select from others the precise article I wanted, but after glancing to the other end of the shop to make sure he was unobserved, succeeded readily by the aid of a pocket lens in achieving his object. When I advised him to get himself suitable glasses for near work, he admitted that he possessed such, *but dare not wear them while at work for fear of losing his job.*" Dr. Wyche made enquiries and learnt that a man with glasses had a much poorer chance of getting work, and the reason alleged was that *workmen with glasses are more prone to accidents.* This story comes in the chapter on Minor Ailments, another interesting section of the report, and it is quoted here as showing the silly notions that get harboured in some persons' heads about bodily defects, and as indicating also the "entertaining" quality of the "narrative."

EDUCATION ABROAD.

EDUCATION IN ALSACE AND LORRAINE.

The "Religious" Difficulty.

By HENRY J. COWELL.

The announcement that the French Government proposes to "hasten the day" for the complete assimilation of the laws in Alsace and Lorraine with those of inner France and "to introduce Republican legislation in its entirety into the recovered departments" has evoked a storm of protest, as it has raised the vexed question of religious education—and, indeed, of the separation of Church and State.

The chief difference between the laws of Alsace and Lorraine and the laws of old France is to be found in those that deal with education. In inner France, religion (so far, at any rate, as that is represented by the Churches) is definitely and deliberately shut out of the schools; in Alsace and Lorraine education is very largely based upon religion—as represented by the Churches. And "the Churches" in this particular respect means chiefly the Church of Rome, for under the present régime Catholicism is predominant, and it is principally Catholics who are protesting against any change.

When they annexed the territory broken off from North-Eastern France, the Germans suffered the French laws affecting the Concordat to continue. The trouble arises therefore mainly because, during the period of the annexation of Alsace and Lorraine, the laws of old France in regard to religion in the schools were completely changed, while in the former annexed territory the regulations remained unaltered.

Under these regulations the whole population are "sorted out" into three categories—Catholic, Protestant, Jewish. Each parent has to declare himself an adherent of one of these three faiths, and accordingly the child has to attend a Catholic, a Protestant, or a Jewish school. No provision is made for the growing number of parents who do not desire to attach themselves to any one of these three persuasions, and no "secular" school is provided. Moreover, as it is impossible to set up three schools in every village, and since the Catholics are by far the most numerous, it works out, in practice, that many children of non-Catholic parents receive their education in Catholic schools.

There is no such device as the English Cowper-Temple clause. The religious instruction is obligatory, and is given as part and parcel of the education as a whole; moreover, there is always the "atmosphere." The religious teaching is given by the ordinary teacher, and the teachers' training schools, even as the elementary schools, are in practice Catholic, Protestant, or Jewish. The schools are under the surveillance of the minister of the particular Church concerned, and these ministers interest themselves, not simply with religious instruction, but intervene in the general education and claim the right to ban books by writers with whom they happen to disagree.

A special correspondent of *The Times*, writing from Strasburg, avers that "there is an extremely powerful priesthood in all the three departments into which Alsace and Lorraine are now divided, and these priests are something more than spiritual advisers. They are schoolmasters, editors of newspapers, councillors—in fact everything that man and priest can be, and their influence in every way is enormous."

Any action whereby it might appear that Alsace and Lorraine were on the one side and the rest of France upon the other, would be profoundly to be deplored. Yet this is a state of affairs that could scarcely arise. For one thing, the people of the recovered departments are by no means united in regard to this insistence upon religious education in schools. Particularly in the urban areas there are large masses of voters who would be in no way sorry to see the priest turned out of the schools. Many are wholly indifferent to religious matters.

The position is not rendered less difficult by the fact that political complications are added to those of a religious character. The representatives actually returned to the Chamber of Deputies from Alsace and Lorraine are twenty-one of the Right and three of the Left, whereas the votes recorded for the Right were less than those cast for the Left; in fact, to be mathematically just, the Right should have 11½ instead of 21 and the Left 12½ instead of three.

Notwithstanding the announcement of the intention to "hasten the day," M. Herriot and his Government will doubtless find it advisable to "go slow." At any rate, it now appears to be likely that further investigation will be made upon the spot before anything of importance is actually put into operation.

ASSOCIATION NEWS.

The Teachers Council.

At the November Council instructions were given for the preparation of a memorandum on the resolutions submitted by the Executive of the National Union of Teachers. These resolutions affirm the view that the Council ought to be empowered to control the entry to the teaching profession, and that after due notice none save registered teachers should be employed in State-aided schools in any post of responsibility. The Council is also asked to frame a code of professional conduct and to assume responsibility for its observance. It may be thought that these proposals are too far-reaching, but it must be borne in mind that the Council was established by Parliament for the express purpose of forming and maintaining a Register of Teachers. It is unlikely that Parliament took the trouble to form a statutory body of this kind unless it were intended that the Register should have real value and be used by the administration. It should not be difficult to make use of the Council and the Register in determining the standard of admission to the public teaching service, while making no claim to interfere with the private activities of the "born teacher" who cannot reach the Council's standard of educational and professional equipment. It is to be regretted that many qualified teachers, thinking themselves secure in their own positions, are slow to understand the importance of the Register as a professional undertaking.

The College of Preceptors.

The lectures for teachers will be continued during next term, when Mr. G. H. Grindrod, late Divisional Inspector of Schools, will deliver a course on eminent teachers. There will also be lectures on the teaching of English and on geography. These lectures are admirably designed to meet the needs of teachers who are anxious to keep abreast of modern developments in schoolcraft.

Conference of Educational Associations.

The thirteenth annual conference of Educational Associations will be held at University College, from Thursday, 1st January, to Thursday, 8th January, 1925.

The Vice-Chancellor of the University of London, who is President of the Conference, will open with an inaugural address on the afternoon of 1st January, and will take as his subject "Examinations, their use and abuse."

During the Conference there will be two joint meetings. "How can we best obtain good teachers?" and "Balance of subjects in the school curriculum in preparation for life and livelihood," are the subjects which will be discussed.

In conjunction with the joint meetings there will be social teas which it is hoped that members of the affiliated associations will attend.

Some of the fifty-three affiliated associations are holding meetings this year in the country, but many meetings of the forty-three associations which are represented at the conference are open to members of any other affiliated association.

A publishers' exhibition, in which over fifty firms will be represented, will take place in the Memorial Hall of University College, to which there is a covered way from the main building. The exhibition will open at 10 a.m. on Friday, 2nd January, and will close at 6 p.m. on Wednesday, 7th January.

Vouchers for cheapened railway fares can be obtained by members of affiliated associations on application to the secretaries of their societies.

Birkbeck College Literary Society.

Birkbeck College (University of London). On Friday and Saturday, December 12th and 13th, three performances of Ben Jonson's "The Case is Altered" will be given in the College Theatre. This is the sixth year in succession that Birkbeck College has produced an Elizabethan play. Particulars may be obtained from the Librarian, Birkbeck College, E.C.4.

London Teachers' Association.

The second of the educational pamphlets issued by the L.T.A. deals with science in girls' schools. It is written by Miss E. Phipps, whose aim is that of suggesting what can be done with a minimum of apparatus and for large classes in the teaching of elementary science. She succeeds very well, and in a brief space contrives to offer much helpful advice. The pamphlet costs threepence and is published by the London Teachers' Association, 11, Pilgrim Street, London, E.C.4.

THE NATIONAL UNION OF TEACHERS.

FROM A CORRESPONDENT.

The attention of members of the National Union is still centred on the salaries business. Solution of the problem by negotiation has made no progress. On 15th November the Union's special conference approved the policy of the Executive in refusing to negotiate further on the basis of a 10 per cent. reduction. The conference went further. It decided to support the Executive "whole heartedly" in resisting any further reduction of teachers' salaries, and at the same time urged and empowered the Executive to press for the Burnham scales in full.

The Conference.

The Kingsway Hall was packed with representatives from all over the country. More than 600 local associations were represented. There was no doubting the determination to resist the unfair demands of the local authorities. Mr. Frank Goldstone made a masterly and complete statement of the position. Alderman Conway, the president, then allowed questions. He was wise in doing so. The answers cleared up many points and saved many speeches. There were three motions on the business paper. The first expressed approval of the Executive's resistance to the 10 per cent. "cut." The second asked that new scales be made mandatory on the local authorities. The third approved resistance to further reductions, empowered the Executive to press for the full Burnham scales and pledged the Conference to support the Executive whole-heartedly in any action it might decide to take in resisting further reductions. Each of the motions was adopted.

Arbitration.

The suggestion of the local authorities that it is desirable that the whole matter shall be settled by arbitration was not before the Conference officially. It was, however, in the minds of the representatives and was referred to both by Mr. Goldstone in his statement and by Mr. W. D. Bentliff when presenting the third motion on the agenda. The pros and cons were stated, but no decision was asked. Decision is left in the hands of the Executive, if and when an invitation to adopt arbitration is received from the authorities' panel of the Burnham Committee. Members of the Executive recognise that arbitration is not to be accepted lightly as an easy way out of a difficult business. It involves many serious considerations. What are to be the terms of reference? Who is to be the arbitrator? Is it proposed that the existing allocation of scales shall be held liable to alteration, etc.?

Special Considerations.

The Executive are likely to consider very seriously the wisdom of giving to one man the power of fixing teachers' salaries absolutely for the next three or five years, since his decision will be final even though it may cut directly across the decision of the Conference to resist any further reductions. They will undoubtedly have regard to the fact that the result of arbitration *may* cause such profound dissatisfaction in the ranks of the Union as to seriously affect its membership. They will, in the end, have to weigh up and decide whether it is better to risk the imposition of reductions by local authorities and so retain the Union's freedom to take such action against them as may be called for, or by referring the whole matter to arbitration in the hope the arbitrator will be more considerate than the authorities ensure a period of enforced and possibly discontented peace.

Result of General Election.

The two candidates adopted by the N.U.T. have been elected to Parliament. Mr. C. W. Crook has been returned in the Conservative interest for East Ham North and Mr. W. Cove in the Labour interest for Wellingborough.

XXth Century Society of London Graduates.

A public lecture by Sir Gregory Foster on "The University of London, what it is and what it may be" has been arranged by the XXth century Society of London Graduates. By the kind permission of the Director, Sir William Beveridge, the lecture will be delivered at the London School of Economics and Political Science, Kingsway, on Thursday, December 4th, at 8-15 p.m. Admission is free and no tickets are required.

COMPETITIONS.

OCTOBER RESULTS.

I. *Pedagogic Panaceas.*

It is to be regretted that so few of our readers appear to find this topic interesting. One competitor assumed that we were inviting a recipe to help the worn-out teacher, whereas our aim was the more modest one of evoking some criticism of "methods," "systems" and "plans" which offer to teachers an easy road to success in the classroom. Of those who wrote on these lines the best essay was that of

MISS ALICE SWEANEY, TRAINING COLLEGE HOSTEL,
CREWE.

to whom is awarded the First Prize of ONE GUINEA.

The Second Prize is not awarded.

II. An Essay on "*Why it is hard to go to bed and harder still to get up.*"

This competition proved to be very popular. The subject is one which is evidently near the hearts of young people and they discoursed freely and eloquently.

The First Prize of TEN SHILLINGS is awarded to HELEN DAWKINS (15), GIRLS' GRAMMAR SCHOOL, WEMBLEY, and

The Second Prize of FIVE SHILLINGS goes to MARGARET RUDDLE (15), HALIDON HOUSE SCHOOL, SLOUGH.

The judges commend the work of SHEILA KEITH-JONES (14), CONVENT OF THE ASSUMPTION, RAMSGATE.

DECEMBER COMPETITIONS.

I. For competitors of any age.

A First Prize of One Guinea and a Second Prize of half a Guinea are offered for an essay or poem of 550 words or 50 lines on

"**The Born Teacher.**"

II. For competitors under sixteen years of age.

A First Prize of Ten Shillings and a Second Prize of Five Shillings are offered for 250 words or less on

A Good Game for Christmas Eve."

RULES FOR COMPETITORS.

Competitors must write on one side of the paper only.

The pages must be pinned together and the competitor's name and address written clearly on the first page.

The coupon, which appears in our advertisement pages, must be cut out and pinned to the first page of each entry for Competition I. For Competition II one coupon will serve for each set or part of a set of six entries.

In Competition II a certificate from parent or teacher that the age of the candidate is as stated and that no help has been given in the work must be enclosed.

The Editor's decision is final.

The last date for sending in is the 1st of January, and the results will be published in our February (1925) number.

SCHOOLS, COLLEGES, AND UNIVERSITIES.**The Universities and Parliament.**

The University of London has for its representative in the new House of Commons the champion of external degrees in the person of Dr. Graham Little. In other places the representation is not changed. Some concern has been expressed in Manchester, arising from the steady growth in the number of qualified electors at Birmingham University. This growth is said to be due to the Birmingham practice of charging an inclusive fee for graduation and admission to the electoral roll. It is stated that on the 1922 register of the English Universities' constituency Manchester had 39 per cent. and Birmingham only 10 per cent. of the qualified voters, whereas now the numbers are 33 and 16 respectively. From London comes a voice demanding increased representation in Parliament on the ground that the University of London represents an electorate as large as that of Oxford or Cambridge, each of which returns two members while London has but one. It is not unlikely that such questions as these, if pressed strongly enough, may lead to a drastic revision or even to the abolition of University franchise.

Dominion Settlements for Public School Boys.

Last year the proprietors of the magazine *English Life* established a bureau to help boys from the public schools who wish to settle in any part of the British Commonwealth. The bureau has already dealt with many hundreds of enquiries from boys and parents and the founders have now arranged for a careful and exhaustive enquiry into the opportunities for the employment of public-school boys in the Dominions. This enquiry will be conducted by Dr. Montague Rendall, who recently retired from the post of Headmaster of Winchester. He will spend some two years in visiting the different parts of the Commonwealth and the results of his enquiries will be published by our enterprising contemporary.

London School of Medicine for Women.

Twelve leading women have signed a circular letter in support of the Endowment Fund of the London (R.F.H.) School of Medicine for Women (8, Hunter-street, W.C.1), which recently celebrated its jubilee at St. Paul's. The signatories include the Duchess of Atholl, M.P., Dr. Louisa Garrett Anderson, Miss Margaret Bondfield, Mrs. Fawcett, Lady Rhondda, Miss Sybil Thorndike, and Mrs. Winttingham. The appeal is for £60,000 to endow three Chairs in the school in memory of the three pioneer women in medicine—Elizabeth Blackwell, Elizabeth Garrett Anderson, and Sophia Jex-Blake—who, in the words of the letter, "helped to make possible the entry of women into all professions." The fund at present stands at over £28,000, this sum including an anonymous gift of £10,000 from an old student.

Middlesex Camp Hostel.

The Secretary to the Middlesex Education Committee, Sir Benjamin Gott, has issued an interesting report on the work of the hostel which was provided for the reception of children visiting the Wembley Exhibition. This was probably the largest camp ever established for children. It provided 3,000 beds and the dining-room seated 5,000. Between May 5th and November 1st, the hostel provided accommodation for 70,707 teachers and children for a total of 160,511 nights. The cost was 5s. a day per child. The conduct of the children was excellent. Not a single case of pilfering occurred.

Gift to Bristol University.

Sir George Wills, chairman of the well-known tobacco company, has given £30,000 towards the establishment of a Students' Union, with a further sum of £20,000 towards the upkeep of the Union.

Sir Algernon Methuen's Bequests.

The late Sir Algernon Methuen, who established the publishing house of Methuen and Co., left estate of the gross value of £279,654. After certain bequests he left the residue of his property to his wife for life and subject thereto 8-60ths to Wadham College for Scholarships and 3-60ths to Berkhamsted School for entrance scholarships and for leaving scholarships tenable at Oxford.

PERSONAL NOTES.**The New President.**

Mr. Baldwin has chosen Lord Eustace Percy to be President of the Board of Education. He is a younger brother of the Duke of Northumberland and the seventh son of the seventh Duke, was born in 1887 and educated at Eton and Oxford, where he gained the Stanhope Essay Prize. In 1911 he entered the Diplomatic Service and during the war proved himself to be a useful member of our Embassy in the United States. In 1918 he married Miss Stella Drummond, and in 1921 entered Parliament as member for Hastings. He was Parliamentary Secretary to the Board of Education for over two months in 1923, before being transferred to a similar post in the Ministry of Health. He is thus said to be fully qualified in respect of Parliamentary experience and first-hand knowledge of our national system of education to assume direction of the Board. Without accepting this view we are content to wait until his policy is revealed. At present the new President is an unknown quantity. A Spanish newspaper described him as "Milord Eustake Terky," a title which would be almost as familiar as the real one to many English citizens.

The Duchess of Atholl.

The first woman to hold office in a Conservative Ministry is the Duchess of Atholl, who has been appointed Parliamentary Secretary to the Board of Education. She brings to the work a considerable experience of educational administration in Scotland and a brilliant personal record as a student. Her interest in the welfare of women and children should find many opportunities for expression in her present post.

The Rev. Stewart Headlam.

We record with great regret the death of the Rev. Stewart Headlam, a member of the London County Council and a foremost worker on its Education Committee. Mr. Headlam was a zealous advocate of the drama and dancing as elements in education and in life. Years ago this brought him into some conflict with Church dignitaries, but he held on his way, and as President of the Shakespeare League he had a large share in the institution of Shakespeare performances for children at the Old Vic. and elsewhere.

Miss O. M. Potts.

In succession to Miss Stocks the committee of Guildford High School have appointed Miss O. M. Potts, of Queen Anne's School, Caversham.

Mrs. Leslie Kirk.

The governors of the Derby High School for Girls have appointed Mrs. Leslie Kirk, M.A. (Oxford), to be headmistress, in succession to Miss E. B. Darke. Mrs. Kirk is a mistress at the Redland High School, Bristol, and will take up her duties in January.

Professor Andrew Robertson.

The successor to Dr. J. Wertheimer as Principal of the Merchant Venturers' Technical College, Bristol, is Professor Andrew Robertson.

Mr. Edwin S. Craig.

The Vice-Chancellor of Oxford has appointed Mr. E. S. Craig, Fellow of Magdalen, to be Registrar of the University in succession to the late Mr. Charles Leudesdorf.

Mr. Alfred Woolgar.

The vacant Headmastership of Maidstone Boys' Grammar School has been filled by the appointment of Mr. Alfred Woolgar, Headmaster of George Green's School, Surrey.

The Rev. Harold Ferguson.

The Council of St. Peter's College, Radley, have elected the Rev. Harold Ferguson to be Warden of the college.

Mr. Ferguson, formerly a house master at Lancing College, has for the past eleven years been Warden of St. Edward's School, Oxford, which has flourished greatly under his rule. Pending his arrival the Sub-Warden will be in charge of the school, as Mr. Fox, the present Warden, is leaving at the end of this term, hoping to spend the rest of the winter in South Africa.

NEWS ITEMS.

A Schoolmaster as Mayor.

Mr. Philip C. Fletcher, an assistant master at Charterhouse, has entered upon his year of office as Mayor of Godalming.

Mr. Fletcher is a cousin of Mr. Frank Fletcher, the headmaster of Charterhouse, and has been a member of the Godalming Corporation since 1920.

A former Mayor, whose name brings back memories of the Haig Brown régime at Charterhouse, was the late Mr. F. K. W. Girdlestone, while Dr. T. E. Page, the distinguished classical scholar and sixth-form master for thirty-seven years, is still active in public educational work, both in Godalming and the county of Surrey generally.

Children's Concerts at Hastings.

Hastings has decided to continue and extend the educational experiment made last year in the provision of special free concerts for the elementary school children. At the request of the Education Committee the Winter Orchestra of the Corporation last year gave a special concert at which the conductor, Mr. Basil Cameron, explained the nature and uses of each musical instrument and the authorship and circumstances of composition of each selected musical piece. The innovation was so successful that the Education Committee has now asked for six concerts instead of one and the Corporation have agreed to the request.

A Note on Salaries.

In public elementary schools the minimum wage of an assistant master under the highest scale, which is in London, is rather less than £3 9s. 3d. The minimum weekly wage for a road-sweeper in some London boroughs is £4, for a policeman £3 10s., with boots and uniform; for a Covent Garden porter about £5, for an omnibus conductor £4, and for a driver £4 7s. 6d.

A Condensed Novel.

In a recent lecture on "The English Novel," Mr. Hugh Walpole recited what he described as a splendid story written by a boy—a narrative of adventure, as one might expect—and a model of expression. The story ran thus: "One bull; two toreadors. One bull; one toreador. One bull."

No Motto.

Ever since May, 1914, the London County Council have been trying intermittently to find a suitable English motto for their coat-of-arms. Over a thousand suggestions have been received, but the General Purposes Committee now recommend that the Council do not adopt a motto. This confession of failure is to be regretted. Colonel Levita has suggested that the word "London," inscribed on a scroll, should be placed under the coat-of-arms. Why not inscribe the words "Greater London" and thus express at once a fact and an aspiration.

Eton is Sound.

One hundred and two Old Etonians have been returned as members of the new Parliament, says the *Eton College Chronicle*. Three are Socialists, two Liberals, and the remainder Conservatives. Thirty-seven are new members.

"An Actor's View of Shakespeare."

A lecture under this title will be given by Sir Johnston Forbes Robertson at the Guildhouse, Eccleston Square, on Saturday, December 13th, in aid of Miss Ellen Terry's National Homes for Blind Defective Children.

A new "Howler."

A correspondent sends us an authentic and original "howler." "Caesar nactus ventum secundum," being rendered: "Caesar, having obtained his second wind."

A Library for Street.

A handsome set of buildings, constituting the public library, presented to Street, Somerset, by the Clark family, factory proprietors, was opened by Mr. C. P. Trevelyan, ex-Minister of Education.

LETTERS TO THE EDITOR.

University Education in London.

Sir,—In sending you the draft of the article that appeared under my name in your November number, I expressed the hope that you would allow me to see a proof of it before it was published. I regret that you were unable to do this, as there were some points in the article that I wanted to revise, and more particularly to add a paragraph about the admission of the Birkbeck College.

The paragraph should have been as follows:—

"In October, 1920, the University took a new and very important decision in admitting the Birkbeck College as a School of the University in the Faculties of Arts and Science, for evening and part-time students. In this way, the influence of the University is definitely extended to students unable to attend in the day-time, and recognition is given to a College that has done invaluable work in the development of London education." I am, etc.,

University of London,
University College,
14th November, 1924.

GREGORY FOSTER.

The Rising Generation.

Dear Sir,—No one will grudge Mr. Thirlby his little swan song—albeit a trifle raucous in tone. Nor will anyone accuse him of not having done his best to amuse Convocation.

But he is a little difficult to please if he may be judged by his letter published in your November issue. In one line he accuses me of providing eyewash for the younger graduates and in the next of throwing dust in their eyes. If I supply the antidote before I commit the assault surely I cannot be such a very black sinner. But Mr. Thirlby need have no fear—the younger graduates are quite capable of taking care of themselves and have already shown that they can distinguish between a live Society and a moribund Association.

Graduates of my day have always been a little critical of Convocation, but I think your correspondent out-Herods Herod when he calls it merely a "mouthpiece and watchdog." I am not quite clear whether the watchdog is used as a mouthpiece or vice versa, but what a vision of faithful Fido it conjures up for the imagination. And then again, that touching picture of the Association engaged for twenty-five years in trying to achieve the objects of the 20th Century Society.

I am sorry for Mr. Thirlby. He graduated in 1893 and does not seem to realise that other people have done the same thing since and have reached the goal by a road different from the one he trod. The collegiate development of the University which has taken place without his help will continue in spite of his opposition.

16th November.

Yours faithfully,

G. F. TROUP HORNE.

Lectures at the College of Preceptors.

Sir,—Two series of lectures for teachers arranged by the College of Preceptors, particulars of which appeared in THE EDUCATION OUTLOOK, have recently terminated.

Mr. J. A. White, whose course on the teaching of history has been held at the College on Friday evenings, has demonstrated that he has a highly specialized knowledge of his subject. If his condemnation of the practice of merely memorizing "historical facts" has been outspoken it must nevertheless be conceded that his proposals for imparting some "real historical knowledge" are practicable. It remains to be seen whether examining bodies generally will recognise the advantages of placing the teaching of history on a firmer educational foundation. In vain one searches for evidence of this recognition in some examination papers.

Surely no one who attended Mr. H. Donald's lectures, delivered on Saturday mornings, on the use of the blackboard, could fail to be impressed by his enthusiasm. To say that he succeeded in making his lectures instructive and attractive would be but a moderate expression of appreciation. An apt example of a teacher who has devoted his life to his profession, Mr. Donald appears to combine with a wide knowledge ability to instruct others.

I had the privilege of attending every lecture in the two series, and I feel that all concerned should be complimented on the arrangements. I am looking forward to the new courses with pleasant expectancy.

57, Forest Road,
Edmonton, N.9.

I am, etc.,

A. E. SMITH.

LITERARY SECTION.

BOOKS AND THE MAN.

Caste and Education.

In her book entitled "School for John and Mary" (Putnam, 7s. 6d. net), Elizabeth Banks delivers a passionate outburst against what she calls the caste system of education in England. Her story concerns an ex-officer and his wife, who return to England after spending six years in Canada. Their children, John and Mary, must be educated, and the orthodox thing would be that John should go to a preparatory school and thence to the famous public school where his grandfathers on both sides had been pupils, while Mary received tuition at home from a series of governesses. The parents were able to afford this, but they resolved to send the children to a Council School in London as a demonstration of their democratic sentiment. We are not asked to discuss whether it is entirely wise or unselfish of parents to use their children as the sounding boards of their own beliefs. The thing is often done, and not least by parents who become enthusiastic about some novel form of schooling and resolve to make of their offspring something rich and rare in the way of human kind, trying to turn them into "heralds of the dawn" when Nature designed them to be commonplace suburban householders.

Our authoress gives us a striking picture of the work of London elementary schools, emphasizing the high lights a little, just as she darkens the black spots of the private and public schools. She is refreshingly candid in her criticism of the buildings and equipment of elementary schools, with their absurd iron-framed desks constructed on the assumption that all children of the same class are of the same size; their prison-yard playgrounds and their often revolting sanitary arrangements. She is right, too, in her denunciation of the working of the scholarship system whereby the child of "ten plus" is invited to show that he is "capable of profiting" by further instruction at a secondary school. She describes this as a cunning trick for preventing an undue number of working-class children from attaining to the full level of their powers.

She is right again when she declares against the silly prejudice and snobbery which lead middle-class people to speak disparagingly of Council Schools and of the teachers who work in them. In the story the Council School teachers are perhaps idealized too much, but it is good for us to be reminded of the conditions under which they work and of the splendid efforts which they make on behalf of their pupils, not only in school but outside as well. John and Mary, the children of the experimenters, are preternaturally acute youngsters, but in their less priggish moments lively and attractive enough. We leave them en route for Canada, the experiment having failed in England. In Canada we gather that they will drink anew from the well of democracy undefiled. In other words they will attend

State schools and mix freely with children of all classes without suffering from the social drawbacks which attended them in London, where they were excluded from middle-class children's parties and generally ostracised because they were Council School pupils.

The indictment is strongly drawn and the story is extremely well told, but certain important things are overlooked. The first is that England is not Canada. Social stratification is not well-marked in a newly-settled district or country, and Canada has not yet advanced very far in the process of separating classes, despite the transformation of Mr. Max Aitken into Lord Beaverbrook. That the process will go on we need not doubt, and with it will develop the tendency among parents who can afford the cost to have their children educated in some special fashion. The second point is that in her desire for democratic education the writer is blind to the disadvantages of State operation. She tells us that grave difficulties threatened when her wealthy husband had the temerity to replace a number of unsuitable desks in the Council School by tables and chairs. He was promptly told that such things could not be done without the permission of the authorities. Her criticism of the official machinery for granting free places in secondary schools, and her just complaint that classes in elementary schools are too large, are an indictment of the system itself. She holds that if all schools were free and if everybody residing in a given district were compelled to send their children to the district elementary and secondary schools we should be entering into the elysium of true democracy. Similar measures would be found by compelling us all to use the L.C.C. tramcars or to buy uniform clothes from State emporiums. However excellent these plans may be in theory, they are defeated in practice by the awkward fact of human nature with its demand for some kind of difference, some note of individuality. This demand becomes the more articulate the more we are constrained by convention or hampered by officialdom.

Hence it is that among working-men and their wives there are social differences or grades, and during the time when wages were high it was noted that many working men sent their children to private schools, fondly believing that by doing so they were giving the boys and girls a chance in life.

A truly democratic system to match the conditions of English life might be found if we were to drop all attempts at the State operation of education while retaining a measure of State supervision and control. This might be brought about by the extended application of the principle which allows a rebate on income tax to parents of dependent children. Let the parents have an annual education grant or credit sufficient in amount to cover the cost of a good education at each stage, and let the grant be conditional upon proof that the children are being instructed by teachers of proved competence under conditions which are entirely wholesome. Treat all citizens alike and thus get rid of the false idea that State-provided education is a form of charity intended only for the poor.

SELIM MILES.

REVIEWS.

CHRISTMAS BOOKS.

Christmas invariably brings good cheer for the youngsters in various forms, and among them must be reckoned the modern gift book. This grows better and better every year, and publishing firms vie with each other to produce volumes of attractive appearance, printed on good paper in suitable type, and illustrated with a real knowledge of the kind of picture that a child likes.

Messrs. A. and C. Black have sent to us :

A TALE OF THE TIME OF THE CAVE MEN : BY STANLEY WATERLOO. 3s. 6d. net.

A PREFECT'S UNCLE : BY P. G. WODEHOUSE. 2s. 6d. net.

ALL THE YEAR ROUND IN STORY AND SONG : BY MURIEL NEEDHAM. MUSIC BY ROLANDA PROWSE. 2s. 6d. net.

The first is an arresting tale of prehistoric times, the second is a Wodehouse book, which means that it is thoroughly enjoyable, and the third is a pleasing blend of story and music. All may be recommended to uncles and other present-givers.

Messrs. Blackie and Son, Ltd., have issued :

CAPTAIN PEGGIE : BY ANGELA BRAZIL.

UNCONQUERED WINGS : BY PERCY F. WESTERMAN. 6s. net each.

THE GOOD SHIP GOLDEN EFFORT : BY PERCY F. WESTERMAN.

DAWSON'S SCORE : BY RICHARD BIRD.

THE QUEST OF THE BLACK OPALS : BY ALEX. MACDONALD.

SYLVIA'S SECRET : BY BESSIE MARCHANT. 5s. net each.

JOHN BARGREAVE'S GOLD : BY LIEUT.-COL. F. S. BRERETON. 4s. net.

BERTIE, BOBBY, AND BELLE : BY MAY WYNNE.

THE SECRET OF THE OLD HOUSE : BY EVELYN EVERETT-GREEN.

THE MYSTERY OF THE MINE : BY GEORGE RICHMOND.

THE RISE OF THE BRITISH EMPIRE : BY A. R. HOPE MONCRIEFF. 3s. 6d. net each.

THREE BOOKS BY G. A. HENTY :

THROUGH THE FRAY.

A JACOBITE EXILE.

BY RIGHT OF CONQUEST. 3s. 6d. net each.

HAMMOND'S HARD LINES : BY SKELTON KUPPORD.

THE TWO DOROTHYS : BY MRS. HERBERT MARTIN.

THE REIGN OF THE PRINCESS NASKA : BY A. H. STIRLING. 2s. 6d. net each.

TALES FROM THE NORSE : BY SIR GEORGE W. DASENT.

THE LIGHTHOUSE : BY R. M. BALLANTYNE.

MARK SEAWORTH : BY W. H. G. KINGSTON.

PEACOCK'S FARM : BY W. PERCY SMITH.

PHIL'S COUSINS : BY MAY WYNNE. 2s. net each.

THE SETTLERS IN CANADA : BY CAPTAIN MARRYAT. 1s. 6d. net.

BLACKIE'S BOYS' ANNUAL. 5s. net.

BLACKIE'S GIRLS' ANNUAL. 5s. net.

Here is excellent fare, diversified to suit all tastes, and provided by authors whose work is already favourably known to all children. Experience has shown us that Blackie's "Annuals" are especially welcome, but there is no book in the list that will not be treasured by any child. The wise parent will keep Dasent's "Tales from the Norse" for bed-time reading and for wet days.

The Challenge Books and Pictures Ltd. have published :

STORIES TOLD TO THE SCAMPS : BY THE REV. C. S. WOODWARD. 3s. 6d.

A volume of stories based on the Scriptures and first told to the children attending St. Peter's, Cranley Gardens. This is an excellent book for Sunday School teachers. There are good illustrations by Mary Chance and a coloured cover drawing by Isabel Saul.

Constable and Co., Ltd., send us :

SANTA CLAUS IN SUMMER : BY COMPTON MACKENZIE : WITH DRAWINGS BY A. H. WATSON. 7s. 6d. net.

Although the thought of Santa Claus in summer is incongruous, a book by Mr. Compton Mackenzie is assuredly most welcome. It gives us here a series of charmingly told episodes on the lives

of Santa Claus, Fairies, Red Riding Hood, and other familiar friends, not forgetting the children who lived near Banbury Cross. This is a very special gift book and everybody should have a copy. A word of thanks is due to A. H. Watson for the excellent drawings which are scattered through the pages in a most whimsical and surprising fashion. The publishers have done their part nobly by providing for this admirable work a fitting dress.

G. T. Foulis and Co. have published :

HER FRESHMAN YEAR : AN AMERICAN STORY FOR GIRLS : BY EVELYN SIMMS. 5s. net.

This is described as a story for English girls, and it may be supposed that few of our maidens are likely to find much to interest them in a tale which deals with conditions so unfamiliar to them. A practical test shows, however, that a girl in a senior form of an English school finds this book interesting, and it may be recommended as a gift to girls who are nearing the end of their schooldays.

George G. Harrap and Co., Ltd., have sent to us :

THE STORY OF THE RENAISSANCE : BY WILLIAM HENRY HUDSON. 5s. net.

STORIES FROM ENGLISH HISTORY : BY ELEANOR C. PRICE. 5s. net.

STORIES FROM FRENCH HISTORY : BY ELEANOR C. PRICE. 3s. 6d. net.

READINGS FROM THE LITERATURE OF ANCIENT GREECE : BY DORA PYM. 5s. net.

STORIES OF THE BIRDS : FROM MYTH AND FABLE : BY M. C. CAREY. 5s. net.

EILEEN, THE LONE GUIDE : MARJORY ROYCE. 3s. 6d. net.

A set of books produced in the admirable style for which Messrs. Harrap are well-known and containing excellent matter. Mr. Hudson's book is a model of skilful compression, and Miss Price has done much to give a flavour to history reading, while "Stories of the Birds" is an excellent collection.

Longmans, Green and Co. have issued :

TALES OF OLD FRANCE : BY LOUISE CREIGHTON. 6s. net.

THE BOOK OF THE LOCOMOTIVE : BY G. GIBBARD JACKSON. 6s. net.

It is unnecessary to say that Mrs. Creighton knows her subject or that she knows how to write for children. In this volume she provides a series of tales to illustrate the history of France down to 1661, bringing in all the chief characters and episodes. The drawings by Henry J. Ford add to the value of the book. Since every boy and most men like to hear about engines, and cherish a secret desire to drive one, Mr. G. Gibbard Jackson's book is sure of a welcome. It deserves it if only for the excellent plates and the clear descriptions.

Methuen and Co., Ltd., send :

EIGHT LITTLE PLAYS FOR CHILDREN : BY ROSE FYLEMAN. 3s. 6d. net.

WHEN WE WERE VERY YOUNG : BY A. A. MILNE. 7s. 6d. net.

WATER-FOLK AT THE ZOO : A BOOK OF THE AQUARIUM : BY GLADYS DAVIDSON. 5s. net.

Mr. A. A. Milne has contrived some pleasing nonsense for children, to whom his verses should be read aloud as a reward for good behaviour, and as a precaution against its opposite. E. H. Shepard's drawings are wholly admirable. Miss Fyleman's little plays are a timely gift for Christmas and Miss Davidson's book gives the right introduction to our new friends in the aquarium at the Zoo.

George Newnes, Ltd., have published :

THE ZOO BOOK : BY ENID BLYTON. 3s. 6d. net.

THE ENID BLYTON BOOK OF FAIRIES. 3s. 6d. net.

Miss Enid Blyton has many friends among the children for her books are extremely popular, and these latest additions will prove no exceptions. The photographs in the Zoo book are first-rate.

George Philip and Son, Ltd., send :

HURRYING FEET : A STUDY IN INFLUENCES : BY JACK HOOD. 2s. 6d. net.

In the guise of a story we have much good counsel here, intended for the boy who has just left school, and is ripe for mischief unless he is lucky enough to be a Scout, or to find some other outlet for himself.

The Sheldon Press publish :

THE SECRET OF MARSH HAVEN : BY ALFRED JUDD.
WHEN THE CLOCK STRIKES : BY VIOLET T. KIRKE. 2s. 6d.
net each.

Two interesting volumes, the second a set of tales to illustrate history, the first a story of adventure. Both are astonishingly cheap.

Stanley Paul and Co., Ltd., have published :

CRYSTAL'S VICTORY : BY CECIL ADAIR.
A YOUNG AUTOCRAT : BY CECIL ADAIR.
QUEEN'S MANOR SCHOOL : BY E. EVERETT GREEN.
THE HEROINE OF CHELTON SCHOOL : BY MAY WYNNE.
MURRAY FINDS A CHUM : BY MAY WYNNE.
NIPPER AND CO. : BY MAY WYNNE. 2s. net each.

A set of excellent stories from the pens of favourite writers whose work always finds a welcome among schoolgirls.

Seeley Service and Co., Ltd., send :

ELECTRICAL AMUSEMENTS AND EXPERIMENTS : BY C. R. GIBSON.
PHOTOGRAPHY AND ITS MYSTERIES : BY C. R. GIBSON.
5s. net each.

Mr. Gibson is well-known to our readers, and in these books he displays his accustomed skill in scientific exposition.

Messrs. Wells Gardner, Darton and Co. send :

DRAGONS AT HOME : BY C. H. MURRAY CHAPMAN : ILLUSTRATED BY THE AUTHOR : PREFACE BY SIR E. RAY LANKESTER. 5s. net.

The writer of this charming book was killed on duty as a Naval Airman in 1918. His untimely death at the age of twenty-six closed a career of great promise, and we can only regret that he did not live to write many more books of this kind. The theme is an imaginary trip taken by four children into the haunts of prehistoric animals. Their guide is a jolly pterodactyl, and their adventures are related with rare zest and an unflinching sense of what appeals to children. The scientific accuracy of the tale is vouched for by Sir E. Ray Lankester, but Lieutenant Chapman's knowledge was perhaps the least part of his equipment as a writer for children. Every page of this book reveals a deep understanding of how children think and talk to each other. It is an admirable gift-book, and it will be read with joy by every child and by every grown-up who has not grown up too far to be human. R.

We have received from the **Medici Press** a selection of CHRISTMAS CARDS AND CALENDARS.

They embody the well-known artistic merits of all the productions of the Medici Press, and are in sufficient variety of size and price to meet every need. The reproductions of pictures by old masters are especially attractive.

Education.

HEARING : by R. M. Ogden (Professor of Education in Cornell University). (Jonathan Cape. 1924. 15s. net.)

This work is a study of hearing from all aspects, but most emphasis is laid upon the psychological and musical portions of the subject. The first chapter is devoted to the physical conceptions of sound, and after that the author deals with the various physiological theories of hearing and the internal structure of the ear. The next five chapters are concerned with the psychology of sound, and for the purposes of convenience sounds are classified into three groups : Tones, Vocables, and Noises. "Tones are sounds which have a musical context." "Vocables, in turn, are sounds whose context is linguistic." "Noises, finally, belong to occurrences in the material world about us—such as the disturbances of wind and rain, the falling of bodies, the whirl of machinery." Of course, as the author points out, it is sometimes extremely difficult to put a sound into any one of these groups, when the source producing it is not known, and it must be clearly understood that such a classification has no physical significance.

Later on, the origin of the musical scale is discussed with special reference to the similarity between some of the oriental scales of equal intervals and the whole tone scale of Debussy which has been adopted by so many modern musicians. The chapters on music are excellent, and the concluding one on musical education contains many statements which should be

taken to heart by teachers. The author is all in favour of children being taught the old national folk songs, and wherever possible combining with them the country dances. There are also two interesting chapters on the Localization of Sound and the Pathology of Hearing respectively.

It would be well if Professor Ogden were to consult a physicist before a second edition of this book is published, for he makes one or two rather unfortunate mistakes. As defined from the text the "Node" marked in Figure 1 (p. 10) is incorrect, and in any case the description is muddled. On the next page the author confuses "wave length" with "wave form" when discussing Abraham's experiments with a siren, for it is manifestly absurd to think of the wave length being "modified without altering the vibrational frequency." Five attributes are assigned to a sound : "pitch, brightness, intensity, duration, and volume." This may be defended psychologically, but it is important to bear in mind that a sound possesses only three physical attributes—frequency, amplitude, and quality—and that the whole question of "brightness and volume" depends upon the Fourier components of the wave present, corresponding to the particular harmonics heard.

Throughout the book the author uses the expression "simple pendular-formed vibrations" instead of "simple harmonic vibrations" and writes v.d. (vibration double) after each frequency to show that he is not using the French system of measurement. This is hardly necessary. R.S.M.

HOW TO TEACH READING : Mary E. Pennell and Alice M. Cusack. (Harrap and Co. 6s. net.)

The term "reading" admits of varied interpretations and is often very loosely used, particularly in speaking of school work.

One man's reading may differ essentially from another's, not only in the matter read, but in the actual process itself. Again, some people take to reading as easily and naturally as ducks to water; and, perhaps, for them books are a natural environment—they live, not so much among them as in them.

Other people have, as we say, no taste for reading, and it is to these latter that the efforts of the school must be specially directed. For by suitable exercises and training a taste for reading can be aroused and cultivated.

But the desire for reading is in itself of doubtful value unless it is associated with some standard of taste. And those who take to reading most easily need careful training if they are to use their gift to the best advantage and prevent their appetite from becoming tainted by the wrong kind of food.

Perhaps the two essentials in the teaching of reading, as in all teaching, are the healthy exercise of the powers of the pupil and the refinement of taste.

To both of these, but particularly to the former, the authors of "How to Teach Reading" have devoted their attention; and they have succeeded in indicating the kind of procedure which teachers should follow if they wish to pursue these aims with some chance of success.

In the present volume the importance of what is called "beginning-reading" (the book is American) is duly emphasized, and valuable suggestions are given for stimulating the desire to read and for improving the pupil's power in regard both to speed and comprehension.

Moreover the authors have insisted that from the first the reading shall be purposeful, that it shall stimulate thought and call forth effort, and to this end they have supplied an abundance of valuable exercises.

Many of us feel how imperfect much of our teaching of reading in elementary schools has been; how often, in fact, bad habits have been actively fostered with, as we now know, disastrous results.

Teachers who have a sense of dissatisfaction with the orthodox procedure cannot do better than consult the present work. It will certainly introduce them to many sound principles and an improved procedure for the lessons in reading. P.M.G.

English.

ON THE ART OF READING : Sir Arthur Quiller-Couch. (Cambridge University Press. 5s.)

ADVENTURES IN CRITICISM : Sir Arthur Quiller-Couch. (Cambridge University Press. 5s.)

The new pocket edition of "Q's" essays and lectures are both a pleasure to the eye and to the hand. They are charmingly bound and excellently printed, but the contents of the two volumes before us vary greatly in quality. "The Art of Reading"

deserves to become a classic, if only for the sake of the three lectures on Reading the Bible. I dislike as a rule to be shown what I must listen for, whether in music or literature, but when "Q" after quoting the passage which describes the death of Queen Athaliah, goes on: "Let a youngster read this, I say, just as it is written; and how the true East—sound, soul, form, colour—pours into the narrative!—cymbals and trumpets, leagues of sand, caravans trailing through the heat, priests and soldiery and kings going up between them to the altar; blood at the foot of the steps, blood everywhere, smell of blood mingled with spices, sandalwood, dung of camels, then I am putty in his hands." For the sake of its exquisite close I forgive the exclamation mark, even the hideous colloquialism of "youngster."

I am more doubtful of his wisdom in republishing "Adventures in Criticism," weekly exercises partaking too obviously of the nature of pot-boilers. We expect more from an essay entitled "Thomas Carew" than a mere argument on the pronunciation of the name, and it is impossible to consider Laurence Sterne in eight small pages. In fact the whole collection is ephemeral, and should never have been snatched back from the numbers of *The Speaker* in which they first appeared. H.G.G.

History.

A HISTORY OF THE ENGLISH PEOPLE IN 1815: by Elie Halévy; with an Introduction by Graham Wallas. Translated from the French by E. I. Watkin and D. A. Barker. (Fisher Unwin. 25s.)

Twenty-five shillings is a good deal to pay for a book, even for a book of 576 pages. But M. Halévy's volume offers full value for all interested students of history. It is an unusual and remarkable book. It is only the first volume of a series, it is true (two other volumes have already appeared in the original French). Yet the "1815" book offers a complete picture in itself: a picture of the England of a century ago that has perhaps been hardly equalled. Many aspects are here, grouped under three heads: Political Institutions, Economic Life, and Religion and Culture. We get long chapters on The Executive, Judicature, Army and Navy, The Legislature, Agriculture, Industry, Credit and Taxation, Religion, Fine Arts, Literature and Science. There are footnote references on every page, a classified bibliography, and a full index. A very thorough and workmanlike performance.

M. Halévy, in his preface, frankly raises a question that has been discussed in these reviews: that of national histories being written by foreigners. He states the difficulty and sets forth the defence, very much on the lines of what has been said in these pages. We have already said that we think the gain far greater than the loss. The extent to which even the natural difficulties of the task can be overcome is demonstrated, amazingly demonstrated, by this volume. Old England looks out at us through these pages.

It is of course in the last third of the book—that on Religion, the Fine Arts, Literature and Science—that M. Halévy is the most interesting. Here we have the "outsider's" view of the game at its most piquant. It is here that M. Halévy chiefly seeks for the explanation of "the miracle of modern England, anarchist but orderly, practical and business-like, but religious, even pietist." The centre of that explanation seems to him to lie in the Methodist revival of the eighteenth century. Carlyle spoke of the great year when George Fox made for himself a suit of leather. Our present writer says: "It was in the year 1739 that John Wesley and George Whitefield began to preach Methodism." Where the Protestant revival and the Industrial Revolution were operative, our author finds "vitality and progress"; where neither was operative, "complete stagnation."

He passes from Wordsworth (whose poetry was "too often as commonplace as prose, as dull as a sermon") to Education, to Davy and Faraday, thence to Malthus and Ricardo. And everywhere he shows the courage of conviction, and conviction based on a remarkable stock of knowledge.

He concludes with a formula to which he declares all his enquiries lead: "England is a free country." Being a Frenchman, he instantly adds the question: "What then are we to understand by British freedom?" The British Constitution he defines as "a confusion of oligarchy and anarchy." That would have puzzled the first Duke of Wellington, who once gave it a solemn, almost a fatuous definition of his own. . . . And his last finding is that "England is a country of voluntary obedience, of an organisation freely initiated and freely accepted."

A very fine and full book.

R.J.

MACDONALD AS DIPLOMATIST: The Foreign Policy of the first Labour Government in Great Britain. By George Glasgow; with a foreword by G. P. Gooch, Litt.D. (Jonathan Cape, Ltd. 6s.)

A book of this kind, appearing at this hour, must of course arouse controversy and call forth conflicting estimates. Some of these estimates have already appeared. The *Observer* has praised the book in high terms; the *Westminster Gazette* has poured scorn upon it, under the uncomplimentary title of "Poll Carmichael at the F.O." (this, by the way, might lead to some "Letters to the Editor, W.G." on "Who was Poll Carmichael?")

Mr. Gooch, a first-rate historian with a remarkable knowledge of European affairs, both practical and academic, vouches for Mr. Glasgow's fitness and equipment, and mentions not only his "wide knowledge and lively style," but also his "cool judgment," which is certainly one of the primary needs in this enquiry.

Immediate interest centres round the story of the Russian Treaties; and here the thorough-going enquirer should place side by side with the book—lying open at Chapter Seventeen—Command Papers 2260 (6d.) and 2261 (3d.), to be obtained from Adastral House, Kingsway. For rarely indeed have public documents been so widely discussed and so little known. The Treaties undertake that when a majority of the debt-holders have been satisfied (State and Municipal loans), then Parliamentary authority will be sought to enable Russia to raise a loan in England from private subscribers, Parliament guaranteeing the interest on the loan. The Treaties are now past history, and most Britons will probably never know what exactly was in them. Recent election posters were not very enlightening in this respect.

None of us can form an unbiased judgment in these matters, or of such a book; least of all those who are keenly interested in modern history and in foreign affairs. But only the simple ask for unbiased history. There is none. Even chronological date-lists show a bias of selection and omission. We have here a volume that is just as much biased as Green's History, much less biased than Macaulay's or Fletcher's. If we sit down to read it with a frank recognition of its bias, regarding it as an "appreciation," as writers on literature put it, then we shall find a well-written, useful book, compiled with knowledge, set out with skill, and inspired by a fine human purpose.

R.J.

A HISTORY OF THE EARTH FROM STAR-DUST TO MAN: by Hilda Finnemore. (Longman's. 3s. 6d.)

This is a gallant attempt at a difficult task, a very difficult task. The attempt of the author is no less than to put into form, for children's reading, the whole tremendous story of the earth—astronomical, geological, biological, anthropological, and bringing us, at the end of this great journey through time, well into the days of recorded history, and "William I invaded England, 1066."

To help in this undertaking, seventy-five illustrations are used, most of them diagrammatic. They range from a time-chart where an inch stands for years by the hundred million, to a map of the early Saxon kingdoms. They include diagrams to illustrate the modern theory of the atom, the nebula in Andromeda, forms of bacteria, a "table of life" from electrons to modern man, eoliths, Stone Age implements, and a King of Babylon.

This description suggests overcrowding; and indeed it has not been possible to avoid that difficulty. The elements of physics have to be given, to explain the consolidation of the earth in terms of matter. Other sciences are drawn upon for later acquisition. The writer has been unable, of course, to assume any prior basis of knowledge, so that everything has to be explained almost from its elements.

With such an aim, and under such difficulties, unqualified success is of course not humanly possible. But we have as a result a book that many eager boys and girls will pore over; at once a broad-sweeping picture and a storehouse of knowledge.

R.J.

BRITISH HISTORY, 1660-1714 (Special Periods of History, edited by D. C. Somervell): by N. P. Birley, D.S.O., M.A. (Bell and Sons. 2s.)

We have already noticed in these columns this series of useful little histories. The period of the present volume, as Mr. Birley quite rightly says, "is one of the great formative periods of English history." It was then, for example, that modern political parties took shape, that Constitutional Monarchy definitely replaced any generally-accepted form of personal

autocracy; that the Great Revolution took place, and that the governing class consolidated itself; that the bitter seeds of the denial of the Treaty of Limerick and the Penal Laws were sown in Ireland; seeds whose growth and fruition have come down to our own days.

Mr. Birley tells the story clearly, and he focusses the picture in the last chapter, "Life and Letters," into a summary that is of necessity brief, but which effects a reasonable compromise between a tabulation and a broad general view. R.J.

Music.

SONG-PEARLS (Two-part Songs): Alec Rowley. (J. Saville and Co. 3s. 6d. net.)

This is a set of songs, seven in all, set to music in Mr. Rowley's customary happy vein and fairly easy to learn. The words are chosen from various writers, and include poems by Shakespeare and Browning—the latter's "Oh, to be in England now that April's there" being tunefully arranged "Ferry Song" and "Homeward Bound" are two jolly numbers which will appeal strongly to the lively musical spirits in any school. A.G.

Physics.

SOUND: by S. E. Brown, M.A., B.Sc. (Section 6 of Part I of "Experimental Science.") (C.U.P. 1924. 3s. 6d.)

This is a delightful little book and cannot be too strongly recommended to all those concerned with the teaching of elementary physics. The text is written in an interesting manner, and all the suitable ground is covered. None of the difficulties are shirked, but they are carefully explained, the author proving himself a true scientist. There are a large number of illustrations, and directions are given for performing many instructive experiments. In every respect it is a most attractive work and should find a large circle of readers. R.S.M.

GRADUATE PROBLEM PAPERS: by R. M. Wright, M.A. (Cambridge University Press. 5s. 6d.)

No one can pass mathematical examinations without working through a large number of problems beforehand, and these problem papers should prove extremely useful both to scholarship candidates for the Universities and those taking the Mathematical Tripos Part I and the mathematical papers in the Natural Science Tripos Part I at Cambridge. The questions are taken from old papers set at these examinations, and it should prove a great advantage to all concerned to have them collected in a compact volume. There should be a steady sale, as the book is well produced and the price is reasonable.

COLLEGE MANUAL OF OPTICS: by Lloyd William Taylor, Instructor in Physics in the University of Chicago. (Ginn and Company. 12s. 6d. net.)

This book has been written with the definite object of providing for the needs of Physics students at the University of Chicago, and in that respect it is probably quite satisfactory. A definite break has been made with the old tradition that it is necessary to keep the theoretical and practical sides of the subject separate, and a fairly even balance is obtained between the two branches. It appears that this work is regarded by the author as covering all the ground necessary for the final examination. This may be the case in America, but though it would probably reach the standard required for a Pass Degree at one of the English Universities, it would be quite insufficient for Honours candidates. Theory of lenses, diffraction, interference and polarization, are treated in an elementary fashion, but no mathematical analysis is attempted, while such subjects as anomalous dispersion and the scattering of light are not even mentioned.

The author has his own ideas as to the teaching of practical physics. In the preface he states that "certain portions of this volume . . . may perhaps be charged with being dogmatic," and goes on to say concerning the student that "the enumeration of several alternative methods of carrying out an experiment can do nothing else than throw him into inextricable confusion." Consequently he gives very definite hard and fast instructions to be followed in performing each experiment. Now this is doubtless very laudable as far as it goes, but different forms of the same instrument are available in different laboratories, and directions which might very much help one student working on a certain piece of apparatus in Chicago would quite possibly prove misleading to another working on a modified form of the instrument in—say—Glasgow. Furthermore, in all these cases,

there are interesting variations of the standard experiment which can be carried out, and as each teacher in charge of a class has his own methods, the probability is that no one would wish to perform the twenty odd experiments exactly as they are described.

There are some useful appendices which deal with the practical problems continually arising in an optical laboratory; those on the various methods of illumination necessary and the silvering of glass plates being especially interesting. In the latter account the question of depositing a completely opaque film and a "half-silvered" film is dealt with as applied to the Michelson and the Fabry and Perot interferometers. Mr. Taylor lays stress on the necessity of great care in polishing the half-silvered plates when working with the latter instrument, but in the reviewer's opinion this is not of paramount importance, as he himself has obtained quite accurate results by the simple method of half-silvering two glass plates without polishing them at all, and interposing an air-film between them by a border of tissue paper. The directions for cleaning the plates are excellent, and cannot be too much emphasized by teachers.

As a whole the book is quite attractively written, but two "Americanisms" call for comment. In making up a certain standard solution it is necessary to use "rock candy." Quite by chance, however, the English translation was found on page 168, where it is stated in another connexion that "the purest cane sugar readily obtainable is rock candy." Such a colloquial phrase should not be used in a scientific text book. More serious still is the spelling "levo" instead of "lævo," when applied to the rotation of the plane of polarization due to optically active substances, for the word is printed in italics as though it had been taken direct from the Latin. No objection can be taken to the Americans talking or spelling their own language as they please, but the classics are a universal heritage, and such mutilation cannot be tolerated without protest. R.S.M.

ELEMENTARY EXPERIMENTAL STATICS FOR SCHOOLS: by A. P. McMullen, M.A., and E. W. E. Kempson, B.A. (Cambridge University Press. 8s. 6d.)

When a student first starts applied mathematics he usually finds that dynamical problems are of more interest to him than those which deal with bodies at rest, because the former appear to apply more closely to those phenomena which he meets with in his everyday life. This book should help to dispel the above idea, for the authors have treated the different branches of statics in an interesting and attractive manner, and their illustrations and explanations drawn from all manner of places help to make the fundamental laws dealt with clear to the reader.

The order of the subjects—Work—Moments—Triangle of Forces—is unusual, but the authors justify it on the ground of teaching experience.

It should prove to be a useful introduction to the more advanced treatises. R.S.M.

1. ANALYTICAL MECHANICS: by E. H. Barton, D.Sc., F.R.S. Second edition: revised and enlarged. 21s. net.

2. A TREATISE ON LIGHT: by R. A. Houstoun, M.A., Ph.D., D.Sc. New edition. 12s. 6d. net. (Longmans, Green and Co.)

When scientific text books of this size call for new editions, it may be taken that they are well on the way to be regarded as standard works. Both these books are too well known to require any detailed review but it is interesting to examine the different additional material that the respective authors have thought worthy of inclusion in the latest editions.

(1) Prof. Barton has revised the text and has included nearly three hundred examples from London University examination papers. This increases the value of the work greatly, for although over seven hundred problems were given in the first edition it is always important for students to work out the types of problems which are likely to be set in their examinations.

(2) Dr. Houstoun has not been quite so fortunate in his choice of new material, although the extra coloured plate showing the rings and crosses given by crystal slices in convergent polarized light is very beautiful. The additional chapter is headed "Recent Advances," and though he discusses Michelson's work on the angular diameters of stars, and the experimental confirmation of Einstein's generalised theory of relativity given by the eclipse expedition of 1922, there is no mention made of Bohr's theory of the hydrogen spectrums and its extension to other elements. The author apparently leads up to such a description

by a very short account of quanta, and mentions Moseley's work on X-ray spectra, but then fails to draw the optical analogy. If this was not to be attempted, these last two sections should have been omitted, as by themselves they are out of place in a text book on Light.

R.S.M.

Chemistry.

THE TUTORIAL CHEMISTRY. PART II: METALS AND PHYSICAL CHEMISTRY: by G. H. Bailey, D.Sc. (London: University Tutorial Press, Ltd. 1924. Pp. viii+511, 7s. 6d.)

This, the fifth edition of a well-known text book, has been revised "to meet the requirements of the London B.Sc. Pass Syllabus." The revision consists chiefly in the addition of a number of paragraphs on various parts of physical chemistry. It was stated in the review of the fourth edition (1922) that the section on physical chemistry does not give sufficient detail even for the requirements of the Pass B.Sc. The reviewer still considers this to be the case, since the paragraphs added are of far too sketchy a nature. The paragraph on "hydrates" is supposedly inserted as an example of the application of the Phase Rule, but the rule is not applied to explain to the student why the vapour pressure of copper sulphate, when being dehydrated at constant temperature, remains constant for certain definite stages. Similarly the other paragraphs such as those on "Hydrolysis" and "Solution Tension" are very weak.

There is a very little alteration in the systematic part. The section dealing with photography has been rewritten, but the statement that the emulsion on a modern dry plate usually contains silver bromide mixed with silver chloride is incorrect: silver chloride should read silver iodide. Nor is the function of gelatin known with the certainty assumed by the author. Mirrors are still stated to be made by the old tin amalgam method, which has long been replaced by the deposition of silver from reducing solutions.

T.S.P.

CHEMICAL THERMODYNAMICS: by J. R. Partington, M.B.E., D.Sc. (London). (Constable and Co., Ltd. 1924. Pp. vi+275. 10s. 6d. net.)

This is a new edition of the author's "Text-book of Thermodynamics with special reference to Chemistry," published in 1913. Practically every part has been rewritten and brought up to date; the reviewer can testify to the completeness of the treatment and to the large amount of ground covered. Examples are selected from the work of men of all nationalities, "a narrow outlook being avoided as far as possible."

Presumably such a book is written primarily for chemical students, and the query arises as to how it will appeal to them in interest, compared with books on other parts of chemistry. If their bent is more on the mathematical and physical side than on the chemical, the method of treatment may be satisfactory to them, but if they are chemists who wish to gain an understanding knowledge of the applications of thermodynamics to chemistry, the subject matter seems to the reviewer to be too condensed and uninspiring; there is too much of the dry bones without the living flesh. When will the author arise who will make thermodynamics as interesting to the chemist, who has a fairly good knowledge of mathematics, as, for example, Preston's book on the Theory of Heat?

A FIRST CHEMISTRY FOR SCHOOLS: by W. H. Hewitt, B.A., B.Sc., and S. T. E. Dark, B.Sc. (Methuen and Co., London. Pp. viii+316. Price 5s.)

"This course of experimental chemistry is designed in the belief that chemistry should be studied in schools as an experimental subject right from the beginning, and that at any rate during its early stages the methods adopted for obtaining results with all the accuracy of which boys and apparatus are capable are more important than the individual results themselves."

The above extract from the preface indicates the aim of the authors in writing the book, and it may be said at once that they have achieved their aim. They are evidently experienced teachers who are well aware of the pitfalls into which the beginner in experimental chemistry falls, and the result of their experience is embodied in the detailed and explicit instructions given. It is still to be feared, however, that in spite of all warnings, very many of the boys and students will go through the usual procedure, that is, learn by their own painful experience what should and what should not be done.

Opinions may differ as to the treatment of some of the subjects, but if the results are discussed at length in class, and the boys understand that it is not absolutely necessary slavishly to adhere to the prescribed method of taking notes, very little exception can be taken to the book as a first year's course in experimental chemistry. It can be well recommended.

T.S.P.

OUTLINES OF ORGANIC CHEMISTRY: by E. J. Holmyard, M.A., F.I.C. (London: Edward Arnold and Co. 1924. Pp. xl+466. 7s. 6d. net.)

This book is evidently intended as an outline of organic chemistry for senior public school boys and medical students, and as such can be recommended. The subject is presented in a very interesting way, and the author's experience as a teacher has enabled him to overcome the difficulties of presentation so often met with, and to bring out the full glamour of the triumphs of organic chemistry in penetrating the mysteries of the constitution of compounds. The only drawback to the book is that the subject is made to seem such plain sailing that the student will be sorely disillusioned when he comes to deal with the practical side. Speaking of practical work, it is curious to notice that in the determination of nitrogen very few authors refer to the elegant vacuum method, which, once used, will be always used.

At times experiences of opinion are dragged in, which are not germane to the subject. When the author has grown somewhat older his views on the temperature question may not be quite so decided.

T.S.P.

General.

SCIENCE PROGRESS: A QUARTERLY REVIEW OF SCIENTIFIC THOUGHT, WORK, AND AFFAIRS. October, 1924. (London: John Murray. Pp. iv+170-360. 7s. 6d. net.)

No. 74 of this popular scientific quarterly contains the usual features, and it is hardly necessary to call attention to the excellence of the various sections, which deal with the various phases of scientific progress. Special reference may, however, be made to Sir Ronald Ross's article on "The Encouragement of Discovery: A Proconary," which should be read by everyone.

T.S.P.

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NEWS FROM THE PUBLISHERS.

The **Cambridge University Press** announce they will shortly publish "A History of Early Eighteenth Century Drama, 1700-1750," by Allardyce Nicoll. This volume, which continues Mr. Nicoll's previous book on the years 1660-1700, deals in four parts with all types of drama, including Italian and English opera. The appendices contain many interesting documents from the Public Record Office, and a full list of plays, together with a complete register of performances. This hand-list, which is largely compiled from contemporary newspapers, represents the first attempt to make a full list of the plays of the period, both printed and unprinted, acted and unacted. Another volume to be published by the same Press is "Music and its Story," by Dr. R. T. White. A well illustrated volume, including a short history of the development of music and some account of the greatest composers, together with lists of gramophone records useful for supplementing the story.

"Stepchildren of Music" is the title of a book on many little known by-paths of music, written by Eric Blom, the well-known musical critic, and to be published immediately by **Messrs. G. T. Foulis and Co.** The author has been at great pains to illustrate this book with a collection of 17th and 18th century contemporary prints, and the result is a book of great interest, which will be looked forward to by all students of music and its history.

Messrs. Longmans, Green and Co. announce they have just published a book entitled "Ski-Running," by Dame Katharine Furse, which will be of interest to all novices who are going in for winter sports. This volume is intended for beginners who know practically nothing of Winter Sports, and who may be in difficulties as to which place to choose and what equipment to buy. It deals mainly with these subjects and only alludes to the technique of ski-ing so far as the elements are concerned, which every person who puts on skis for the first time may be puzzled about. The attractions of ski-ing are shown for those

who love Nature and wish to know something of what they may see on the run, and snow conditions and avalanche dangers are described with the view to helping the novice to learn for himself what to avoid in order to ski with safety.

Messrs. Methuen have just published an English translation of Dr. A. Wegener's important book, "The Origin of Continents and Oceans." This work expounds a new theory of the origin of the distribution of land and water and oceanographers, etc. The translator is Mr. J. G. A. Skori. Another volume just published by the same house is "Primitive Law," by E. Sidney Hartland, F.S.A. This is a book for the general reader as well as the student of anthropology. It is a history of the evolution of civic conduct and is a remarkably interesting study of the laws which have controlled human society from the beginning.

Sir Isaac Pitman and Sons announce in their Autumn List they will shortly publish "A New Junior Geography of the British Isles," by R. E. Parry. This book is the first of a new series for junior forms of secondary schools and central schools and top standards of elementary schools. The series will be strongly illustrated with maps, charts, and photographs. The treatment is thoroughly scientific and on the best accepted lines of modern geography teaching.

Messrs. W. and G. Foyle, of 121, Charing Cross Road, W.C.2, issue a catalogue which is of great service to teachers and students in search for books. They have also arranged with the Rev. Dr. George Duncan, the well-known lecturer, a scheme by which he is able to offer lectures, free of charge, to Literary Societies and similar bodies. Applications from responsible officers of such societies should be sent to Messrs. Foyle without delay. The lectures are at present not available for places more than twenty-five miles from Charing Cross.

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A Message to Musicians



THE INCORPORATED SOCIETY OF MUSICIANS

THE following statement is intended to bring before musicians, whether performers or teachers, or both, the imperative need which now exists for united action to foster the growing national interest in music, to advance the welfare of those engaged in the musical profession, and to secure for music its proper place as one of the greatest factors in the development of a healthy social life. A united effort by all competent musicians is needed, and this effort can be made effectually if they will join the Incorporated Society of Musicians.

The Incorporated Society of Musicians was founded in 1882, for the purpose of providing a comprehensive organization which should represent every branch of the musical profession. The first broad divisions of this profession are those of performers and of teachers, but these merge into each other at many points, for it is one of the most healthy characteristics of the musical profession that eminence as a teacher of music is often accompanied or preceded by a distinguished career as a performer or composer. The essential unity of all forms of musical activity is thus made manifest, and all who are engaged in the composition, interpretation, or teaching of music are linked together by the bonds of a single interest and the claims of a great art.

The Incorporated Society of Musicians recognises this essential unity, and seeks to foster it by admitting to its roll of members all qualified musicians, whether performers or teachers. At the same time the Society recognises the need for the existence of other associations of musicians, made up of those who show a special interest in some one branch of musical work. It is clearly of benefit to musical progress that there should be centres of intensive interest where sets of cognate problems may be thoroughly explored. It is equally clear that such specialist organizations within the wide field of music should each have a valid justification for its existence, and be wholly free from any feeling of rivalry or hostility towards other bodies. Beyond this it may be urged that associations and individuals engaged in musical work should recognise that they share one great interest, namely, a desire to promote the welfare of their art by enhancing its place in public esteem and by ensuring that those who claim the honourable title of musician or music teacher shall be fitted to bear it worthily.

It is on this common ground that the Incorporated Society of Musicians seeks to work. It does not wish to discourage or impede any organization which already exists. It seeks rather to furnish a means for attaining these objects which are sought by all musicians who value the prestige of their art. Unity and co-operation are essential if these objects are to be attained, and therefore the Society invites all qualified musicians to join its ranks.

The general aims of the Society will be apparent from the foregoing statement, but it is desirable to invite special attention to the work which a comprehensive body such as the Incorporated Society of Musicians can accomplish if it receives the support of musicians.

Hitherto there has been a marked failure on the part of the public to distinguish between the qualified teachers and those who are not qualified. Music and musicians have suffered disparagement and financial loss through the fact that anybody, however ill-qualified, may offer to teach music. The remedy for this must be provided by musicians themselves, and a united effort must be made to secure for qualified musicians complete freedom from the competition of charlatans. The public may be taught to distinguish between good and bad music and between qualified and unqualified teachers. When the lesson is learned the position of the competent musician, whether performer or teacher, will be assured.

It is the aim of the Incorporated Society of Musicians to instruct the public on this matter and to secure for every qualified musician a proper measure of consideration. At the same time the Society seeks to make music a potent factor in education and in national life, by uniting all musicians in the pursuit of those aims which transcend all sectional differences and are to be attained only by co-operation and good will.

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